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Critical Followership: Faculty and Leader Relations Impact on Leadership Turnover at a California Community College

Erik William Christianson
University of San Francisco, erikwchristianson@gmail.com

The University of San Francisco

CRITICAL FOLLOWERSHIP: FACULTY AND LEADER RELATIONS IMPACT ON LEADERSHIP TURNOVER AT A CALIFORNIA COMMUNITY COLLEGE

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Dissertation Abstract
Critical Followership: Faculty and Leader Relations Impact on Leadership Turnover at a California Community College

Community colleges are experiencing higher levels of executive leader (chancellor, vice chancellor, and dean) turnover than four-year universities. Many different factors account for the high turnover and low retention: the need for dynamic leaders, the leadership succession process, the lack of professional training and development, as well as stakeholders and outside forces. The relationship dynamic between faculty and leaders as a contributing factor has not been previously studied.

The purpose of this mixed methods study was to examine leaders' misperceptions of faculty's needs. Surveys and interviews were utilized to cross-examine data and perceptions from faculty and leaders. Through the lens of the emergent theory of critical followership, the study viewed the relationship and perceptions between faculty and the executive leaders to investigate their possible contributions to California Community College leadership turnover.

The study found that despite leaders apparent understanding of faculty basic needs (i.e., Maslow's hierarchy), those needs were left unmet. Faculty and leaders did not agree on methods to satisfy these needs. The institution studied has been in a state of constant crisis for several years. This has led to communication breakdown and organization trauma. While faculty had empathy for leaders, they saw their lack of collegiality as a contributor to leadership turnover. Faculty suggested adopting empathy towards leaders, engaging in respectful communication, and collaboration in decision making as ways to increase leadership retention.

From the lens of critical followership, the following recommendations emerged. Deans, department chairs, and faculty leaders need to be better prepared as leaders, especially in mediation. More open and transparent communication between faculty and leaders is essential to create a healthier and more productive community college. Finally, colleges need to move towards collegial governance, with more pathways for faculty to develop as leaders.

SIGNATURE PAGE

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate along:

Erik William Christianson December 3, 2020
Candidate

Dissertation Committee:

Walter Gmelch, Ph.D. December 3, 2020
Chairperson

Danfeng Koon, Ph.D. December 3, 2020

Jane Bleasdale, Ph.D. December 3, 2020

DEDICATION

Many people have been supportive of my journey, even when I did not always believe in myself. One those individuals is no longer here to share my dissertation. Dr. Rudolph Busby was my professor at San Francisco State University, from my undergrad through my masters he challenged and encouraged me. Knowing his beliefs gives me faith that he is smiling as I finish this project. To Dr. Rudolph Busby, I wish you were here to share this with me today.

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Most importantly, Dr. Walt Gmelch, my dissertation chair, mentor, and friend, your support encouragement, challenges, and insights have been more valuable than any mineral ever discovered. You were truly my North Star in this process and guided me in ways that allowed me to make my choices, stumble where I needed to, debate with you, and always help me find my way back to center. I am incredibly grateful that in the process of obtaining my doctorate and finishing my dissertation I have found a true and trusted friend in you.

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

Currently, a major issue facing the community college system is the high rate of leadership turnover at the executive levels of management (e.g. CEO's, presidents, chancellors, vice chancellors, and higher-level deanships). Wheelhouse—The Center for Community College Leadership and Research at UC Davis School of Education—currently identifies brisk turnover amongst community college leadership as a major concern (Goldsby, 2016). High level positions in universities and colleges are seeing much higher rates of turnover compared to administrators in other fields (Higher Ed Direct, 2018). This is not the standard at four-year institutions with a higher record of tenure. Currently, community college presidents tend to have much shorter tenures—about three and a half years—compared to CEOs at four-year institutions who are around seven (Wheelhouse, 2016). The difference in leadership retention in comparison to similar institutions helps to highlight the issue. Current literature suggests key rationales for the turnover, as described below.

Many different factors account for the high turnover of leadership and the low retention: the need for dynamic leaders, the leadership succession process, the lack of professional training and development, as well as stakeholders and outside forces, such as government regulation, community involvement, and shifting client needs. Basham and Mathur (2010) describe incredible pressures faced by modern educational leaders at almost every possible level. This pushes leaders far beyond what they may see as their initial responsibilities (Basham and Mathur, 2010). Also, the way leaders are selected in the college setting is problematic. With few candidates who are equipped with the

necessary skills and experience, community colleges are not always able to choose the best candidates for the job, instead they are filling positions based on availability, which creates problems in the long run (Riggs, 2009). The lack of professional training and development is an issue cited by college leadership. Professional development (e.g. training, peer support, mentoring) has been identified by community college presidents as foundational to their work as presidents (McNair, Duree, & Ebbers, 2011). Dealing with all the stakeholders and outside forces is very challenging. Wheelhouse (2016) clarifies that one of the complex challenges that leaders face is managing and making decisions "in the context of shared governance with faculty, relations with elected trustees and the necessity of responding to multiple directives from Sacramento (the Board of Governors, the Legislature, and the Governor)" (p. 2). These are the challenges which have been examined and studied.

Other important aspects of the problem still need to be examined. The purpose of this study is to see if the relationship between faculty and leaders is contributing to leadership turnover. The relationship between faculty and leadership—the two main groups leading the colleges—is extremely important and understudied. Misperceptions between the two groups, lack of communication, trust, and erosion of co-governance create conflict. The inability of the faculty and the executive leadership to find common ground and connect could prove to be a major issue affecting the turnover of leadership and its impact on colleges. The executive leaders are the explicit leaders, yet the faculty members lead as followers. Faculty may be as educated and informed as the leaders coming into the institutions. The relationship between those two groups needs to be examined, as it may hold the key to understanding and possibly offering solutions to the

problems of leadership turnover. Without looking at the emergent theory of critical followership (further defined in Chapter Two), as related to community colleges, and the relationships between faculty and leadership, the academy may be overlooking a key aspect of the problem.

Background and Need

The lack of consistent leadership can have many negative effects upon an institution. Staff and faculty find leadership changes disruptive as the organization practices change, even if some of the changes are sought after (Navarette, 2018). Each leader tends to come in with their own vision as to what will work at a college. A leader with a strong vision in and of itself is not an ineffective approach, the challenge is when they have insufficient time to implement it before moving on. It takes on average a couple of years to fully understand a position. Even the most capable of administrators needs at least a couple of years to get to the stage where they are the most productive in their positions (Riggs, 2009).

Without stable leadership, the institution and all those under the executive leadership experience something akin to institutional chaos (Scott and Davis, 2007). Without stability and with high turnover, the people trying to implement a vision only have time to start, shift the sands a bit, and get ready for the next leader. This can cause institutional anarchy and/or paralysis. At the end of the day, it is difficult for a college to prosper and move forward if there are constantly new leaders at the helm. While the cause and effect of leadership crisis is apparent, other issues also need to be explored.

Community college leadership is currently facing a multitude of challenges. When looking at community college leadership, the literature focuses on CEOs and

general leadership as being plagued by high turnover. There is a nationwide employee shortage facing universities and community colleges (Quinton, 2006). This problem is keenly felt in California. California Community Colleges, the largest higher education organization in the country, has a high degree of leadership turnover (Navarette, 2018). This is concerning with significant ramifications for students and all employees, as well as the local economies which rely on the success of the colleges (Wheelhouse, 2016). This has led to the urgency to study community leadership in California. Studies focusing on college presidencies in community college leadership tend to overlook the reasons few people choose the pathway of community college administrators and why those who do tend to have a short tenure (Riggs, 2009). All levels of community college leadership need to be examined, beyond just the CEO, to identify the problem from many angles.

Turnover is an overall problem, yet it is particularly challenging at the leadership levels. The leadership turnover issues have the potential to affect the entire institution and all its stakeholders at almost every level of the organization. The lack of solid, qualified, and stable leadership can have incredible fallout and impact.

Capable and solid leadership at the presidential level is essential to the continued success of colleges while mid-level administrators, deans, and vice presidents are the people who have the most impact on how the institutions function, the priorities of the organization, and day-to-day operations (Riggs, 2009). What are people hoping to get in a leader? The traits often identified as being ideal for leaders included grit, intelligence, vision, and adaptability (Basham & Mathur, 2010). A shortage of qualified talent is one more challenge adding to the problem.

Leadership is seen as needing to be more dynamic and flexible than ever. As institutional challenges continue to increase, the expectations put on leaders grow accordingly. According to Wheelhouse (2016), California community college leaders are expected to manage many different situations, roles, and stakeholders simultaneously and easily. Their job is to provide direction and create a plan to achieve their vision, in doing so they must deal with multiple stakeholders within and outside of the organization. All of this is expected to happen in economic and political situations that are not always stable or certain (Wheelhouse, 2016). Unfortunately, for the leaders, all the stakeholders are rarely in agreement, which leads to increased pressures and challenges and the need for leaders to be more adaptable and flexible than ever. There is an expectation that presidents and chancellors function as exceedingly capable individuals who can handle multiple and diverse challenges, while keeping up with all the constantly evolving challenges facing education—and this is only expected to get more difficult for them in the future (Navarette, 2018). The needs and wants placed on leaders can have further consequences. The demands put on executive leadership have helped create shorter retention, as turnover continues to be a concern in the California community college system (Navarette, 2018). The increased demands put on the leadership is impactful at every level, including for the leadership.

These challenges will be investigated at a California Community College (CCC) as a case study. The CCC experienced extremely high turnover rates of executive leadership. The institution has had a new dean of students almost every year, except for one who only lasted two months due to a sexual harassment lawsuit. One department has had a new dean almost yearly. Many high-level positions are changing so fast that they

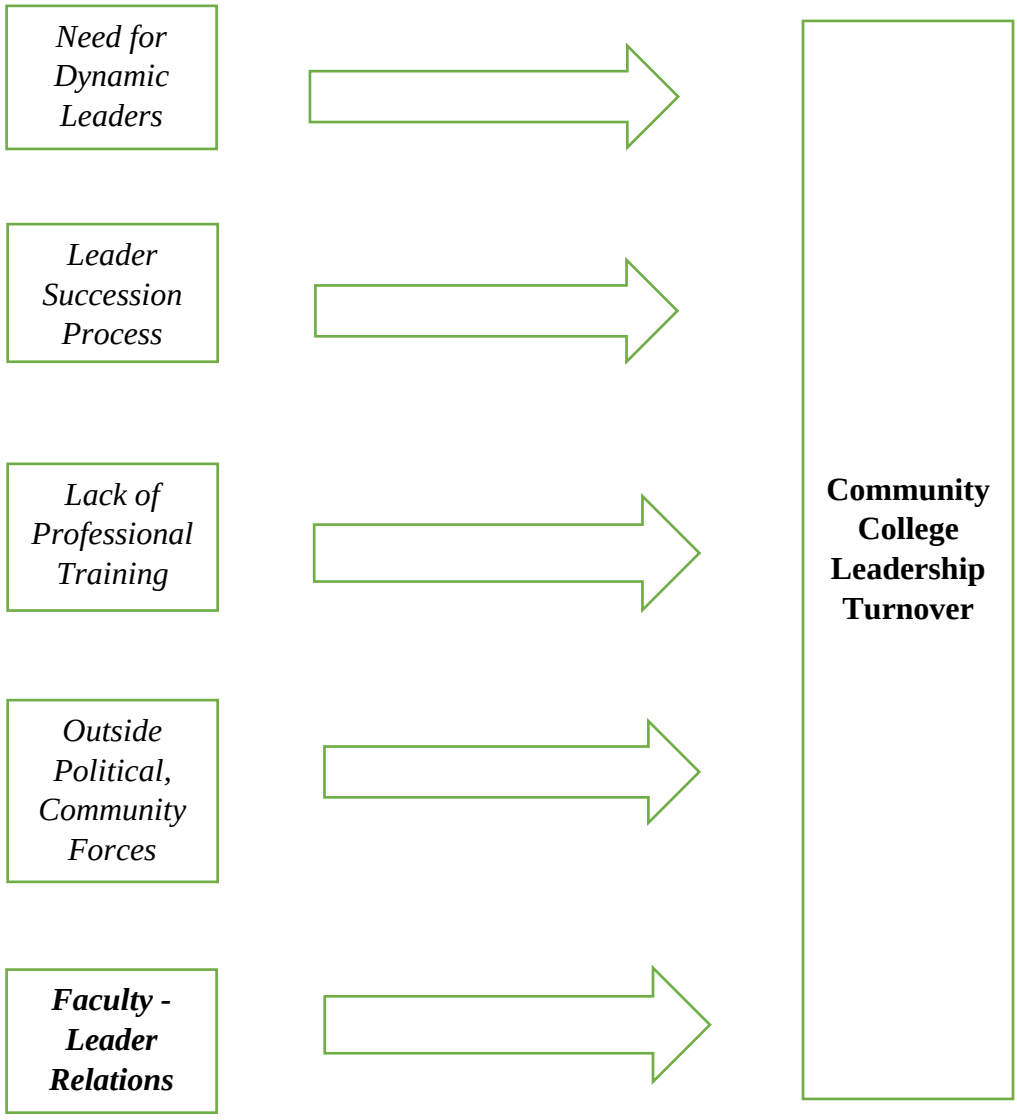
are not even getting updated on the websites. This has created an incredible amount of confusion in the organization and impacted the college at many levels. That is why it is important to study the cause and effects of leadership turnover at this CCC as a case study.

Purpose of the Study

The purpose of this mixed methods study is to examine leaders' perceptions of faculty's needs to see if that contributes to CCC leadership turnover. The mixed quantitative and qualitative methods, surveys and interviews, are important to cross-examine data and perceptions from faculty and leaders to further validate the findings. The relationships and perceptions of faculty and leaders will be examined. The goal will be to gain a deeper understanding of leader and follower perceptions.

By further examining CCC leadership turnover through the theoretical lens of critical followership, the researcher hopes to see if the relationship and perceptions between faculty and the executive leaders are contributing to leadership turnover at community colleges (See Figure 1.). Ideally, new solutions to the problem will emerge.

Figure 1: Influences of Community College Leadership Turnover



Research Questions

The following research questions will guide the inquiry of the study:

1. What are perspectives of faculty and leaders regarding faculty needs?
2. In what ways do differing perspectives between faculty and leaders regarding faculty needs affect the relationships between faculty and leaders? In particular,
    a. How do those perceptions create conflict interpersonally, around resources, and shared governance?
    b. In what ways do these perceptions and conflicts affect faculty support for leaders?
3. In what ways do these conflicts impact leadership turnover?
4. What recommendations do faculty and leaders have to develop better relationships?

Theoretical/Conceptual Framework

The literature review will be in two sections. The first section will be a thematic review of literature that will focus on leadership turnover, community college leadership, and faculty governance. The next section will focus on theoretical frameworks: Herzberg's motivation hygiene theory, perception theory, Johari window, followership, critical theory, and the emergent theory of critical followership.

Thematic Review of Literature

The first section will be a thematic review of literature focusing on leadership turnover, community college leadership, and faculty governance. Those three themes are

critical in understanding many of the problems regarding the current situation of leadership turnover at CCC.

Leadership turnover

All organizations experience leadership turnover. How that process is approached can be impactful at every level of an institution. As community colleges are experiencing an exceptionally high rate of leadership turnover it is important to examine leadership turnover and succession plans to deal with the turnover. Even when institutions invest heavily in developing leaders, if those plans are not well planned and thought out, the results tend to be ineffective (Barton, 2019). Unfortunately, when leadership changes too quickly and plans are not set in place for the transition it can cause further strain on the institution. Leadership change and turnover is more likely to happen under periods of organizational stress and change. That happens when the current leadership seems unable to handle the problems and it seems more prudent to look for new leadership with the apparent skills perceived to manage the situation (Röbken. 2007). As institutions, community colleges are continuously under organizational stress and seeking new leaders and ideas to come and help fix the problems.

Community college leadership

For a person to understand community college leadership as it stands today, one must first look at the history of community colleges in the United States; why they were created, whom they were meant to serve, and what their primary purpose was. All of those points influenced early leadership in the community college systems. It is important to examine the complex organizational systems today's leaders find themselves in and examine how much the institutions have changed. Ultimately, this has led to incredible challenges in community college leadership. The primary challenge is high turnover at

the leadership levels of the organizations. Those challenges in turn lend themselves to new opportunities. In Chapter II, the researcher offers a brief history of community colleges, their present-day situations, the challenge of high leadership turnover, and explore further implications.

Faculty governance

Faculty governance needs to be examined as an arena where faculty voices are unified in response to leadership. At the core of higher education is faculty governance (Schoorman, 2018). Faculty want to have a voice in the institutional governing structures (McDaniel, 2017). A fundamental, crucial, and demanding element of the faculty experience is shared governance (Kater, 2017). Schoorman and Acker-Hocevar (2013) describe "faculty governance as critical democratic decision making" (p. 267). The most essential work of faculty in any institution is teaching and scholarship—primarily the domain of faculty. The nurturing and maintenance of that work requires shared governance (Tiede, 2009). Faculty governance is viewed as a critical role of faculty, making it important to examine the roots of faculty governance. "The concept of shared governance between faculty, administrators, and trustees is a unique aspect of higher education organization" (Caplow & Miller, 2003, p. vii). This system puts principle decision making regarding institutional actions in the hands of faculty and lets administrators handle the execution of those policies (Caplow & Miller, 2003). These systems are much too complex for either critical theory or followership theory by themselves, that is why a new theory is needed to fully explore faculty governance. It is important to examine an area of faculty agency, which is shared governance, while exploring the emergent theory of critical followership. The literature examined focuses

on the history of faculty governance, challenges, the need, and opportunities going forward.

Theoretical Frameworks

This section, as elaborated in Chapter II, focuses on the theoretical frameworks: relationship maintenance, Herzberg's motivation hygiene theory, perception theory, and critical followership. These theories provide structure to this study to gain understanding of leadership turnover at CCC.

Relationship maintenance

It takes effort to maintain relationships. Relationships are constantly changing (Alder and Russell, 2014). This makes their active maintenance in an organization of upmost importance. Maintaining healthy relationships requires a commitment to working on those relationships. It takes even more effort to create and maintain healthy relationships. Fujishin (2012) identifies openness and nurturing as being key components of healthy relationships (p. 160). Organizational relationships reflect interpersonal relationships. If the organization does not value openness and a nurturing climate, those elements will not exist between groups of people.

Herzberg's motivation hygiene

The problem of CCC leadership turnover needs to be studied through the lens of Herzberg's motivation hygiene theory to see if the parties concerned, namely faculty and leaders, are at odds in perception (Herzberg, 2003). If needs of the faculty are perceived as being met by leaders at the CCC, leaders may feel satisfied that everything is all right with the faculty. It may be possible that only certain components of what faculty may need, or desire is being met. By not addressing other elements of faculty need, there

could be layers of discontent operating beneath the surface. This could be impacting their relationship.

Perception theory

Perception theory helps explain the communication gaps and misunderstandings that can develop between leaders and followers (Parker and Axtell, 2001). The understanding gained by seeing another's perspective allows for more clarity and open communication. An important component of perception theory is that "regardless of one's developmental level of empathy, empathic experience will vary as a function of one's cognitive appraisal of a situation" (Parker and Axtell, 2001, p. 1086). This insight makes perception theory helpful to the study. Even if leaders are fully empathetic individuals, if they do not understand what faculty is experiencing, it will be difficult for them to respond in a way that would demonstrate understanding of faculty's needs. This in turn can lead to a breakdown in communication as misunderstandings occur, even when all the stakeholders have the best of intentions.

Critical followership

The concept of the critical followership will be introduced in Chapter Two. It is the combination of followership and critical theories. This researcher originally developed emergent theory as it was deemed necessary to gain the deepest possible understanding of the problem of community college leadership turnover. Followership examines the relationships between leaders and followers, whereas critical theory examines the power dynamics in relationships looking for areas of agency to encourage balance and equity. Theories are ways of knowing and seeing which must be questioned for the efficacy and explored for further opportunities. At times, there is a necessity for a new way of knowing to allow another lens to examine something which is greater than

the task of either theory by themselves. The emergent theory becomes greater than what the original theories envisioned (Hooks, 1994). Critical followership provides the lens to view faculty governance while examining its relationship to CCC leadership turnover.

Delimitations

This study has several delimitations, creating opportunities for future studies. Firstly, only the relationship between faculty and leaders is being examined with respect to faculty governance. Omitting staff, maintenance, and students leaves out three other significant follower groups. The lack of input from those groups could omit key findings. The reason for this omission is to keep the study focused and manageable. Another delimitation relates to the faculty makeup of the CCC. The CCC has a strong union and a high number of full-time faculty members, compared to other similar institutions with mostly adjunct faculties. The large size of the institution will leave many faculty voices unheard through the interview process, though all will be giving the opportunity to answer the survey. Finally, the researcher's position as an adjunct faculty member and precinct representative for the union could result in a hinderance of access—as his positionality might be perceived as a point of bias.

Identity categories of race/ethnicity and sexuality were not part of the survey, though they could provide further insights. An early field study (Christianson, 2019) of staff and leaders' perceptions at CCC revealed a fearful staff who made it clear to the researcher that any identifying markers should be omitted from their findings. The staff was fearful of retaliation by leaders. Despite assurances that all information would be kept confidential and not meant for publication, the interviewees were very clear about the toxic environment they worked in. Much of that was attributed to the high leadership turnover and the lack of trust that resulted. Therefore, to keep members of the CCC

identities anonymous, all reference to race/ethnicity and sexuality were kept out of the study to further protect the anonymity of participants.

Educational Significance

As stated earlier, executive leadership turnover at community colleges is a major problem facing the institutions. In California, UC Davis established Wheelhouse to examine the issue. At the CCC, which will be researched, the problem has been experienced to such a level that it almost reached the ultimate crisis for a college—loss of accreditation. The unexamined issue of followership could be key to finding new solutions to a growing problem amongst community colleges. By addressing this problem there is an opportunity to move the conversation forward and create new opportunities for research and application.

Definition of Terms

The list below consists of key terms used in this study. The definitions provided are the most relevant to this research.

Agency: Acting or performing intentionally or with intention. Having a sense of control. (Schlosser, 2019).

California Community College (CCC): There are 115 community colleges in California, serving over 2.1 million students. The California Community College system is the largest higher education system in the United States (California Community Colleges Chancellor's Office, 2020).

Critical followership: An emergent theory combining critical theory and followership. Followership examines the relationships between leaders and followers, whereas critical theory examines the power dynamics in relationships looking for areas of

agency to encourage balance and equity. Critical followership provides the lens to view faculty governance while examining its relationship to CCC leadership turnover.

Faculty governance: A process of democratic decision making at colleges. This includes faculty and leaders (Schoorman & Acker-Hocevar, 2013).

Follower: Kellerman (2008) describes followership as subordinates who mostly do the goal set out by their superiors, who have more power, authorization, and influence than the followers do. There are often clear ranks involved in the relationships between followers and leadership with expected responses (Kellerman, 2008).

Herzberg's Motivation Hygiene: A two-factor theory which is based on motivation and hygiene (satisfaction) factors (Herzberg, 2003). Herzberg's theory suggests that employee satisfaction factors are crucial to work that is performed such as "recognition, achievement, responsibility, advancement, personal growth in competence". They are referred to as motivators, as they are attributed to being useful in motivating employees. Employee dissatisfaction is caused by hygiene factors which are extraneous to the work being performed: examples are "company policies, supervisory practices, pay plans, working conditions" (Hackman and Oldham, 1976, p. 251).

Leader: For this study community college leaders include CEO's, presidents, chancellors, vice chancellors, and higher-level deanships.

Summary

The purpose of this mixed methods study is to examine leaders' misperceptions of faculty's needs to see if that contributes to CCC leadership turnover. The mixed quantitative and qualitative methods, surveys and interviews, are important to cross-examine data and perceptions from faculty and leaders to further validate the study. The

relationships and perceptions of faculty and leaders will be examined. The goal will be to gain a deeper understanding of their perception of leaders and followers.

By further examining the problem through the theoretical lens of critical followership, the researcher hopes to see if the relationship and perceptions between faculty and the executive leaders are contributing to the problem and if through the study new solutions to the problem of leadership turnover at community colleges will emerge.

CHAPTER TWO

REVIEW OF LITERATURE

Restatement of Problem

Currently, a major issue facing the community college system is the high rate of leadership turnover at the executive levels of management, which this researcher defines as CEO's, presidents, chancellors, vice chancellors, and higher-level deanships. Wheelhouse—which is The Center for Community College Leadership and Research at UC Davis School of Education—currently identifies brisk turnover amongst community college leadership as a major concern (Goldsby, 2016). High level positions in universities and colleges are seeing much higher rates of turnover compared to administrators in other fields (Higher Ed Direct, 2018). This is not the standard at four-year institutions with a higher record of tenure. Currently, community college presidents tend to have much shorter tenures—about three and a half years—compared to CEOs at four-year institutions who are around seven (Wheelhouse, 2016). The difference in leadership retention in comparison to similar institutions helps to highlight the issue. Current literature suggests key rationales for the turnover, as described below.

Many different factors account for the high turnover of leadership and the low retention: the need for dynamic leaders, the leadership succession process, the lack of professional training and development, as well as stakeholders and outside forces. Basham and Mathur (2010) describe incredible pressures faced by modern educational leaders at almost every possible level. This pushes a leader far beyond what they may see as their initial responsibilities (Basham and Mathur, 2010). Also, the way leaders are selected in the college setting is problematic. With few candidates who are equipped with the necessary skills and experience, community colleges are not always able to choose

the best candidates for the job, instead they are filling positions based on availability, which creates problems in the long run (Riggs, 2009). The lack of professional training and development is an issue cited by college leadership. Community college presidents, as foundational to their work as presidents (McNair, Duree, & Ebbers, 2011), have identified professional development from training, to peer support, and mentoring. Dealing with all the stakeholders and outside forces is very challenging. Wheelhouse (2016) clarifies that one of the complex challenges that leaders face is managing and making decisions "in the context of shared governance with faculty, relations with elected trustees and the necessity of responding to multiple directives from Sacramento (the Board of Governors, the Legislature, and the Governor)" (p. 2). These are the challenges that have been examined and studied. Other important aspects of the problem still need to be examined to ameliorate the problem.

The purpose of this study is to see if the relationship between faculty and leaders is contributing to leadership turnover. The relationship between faculty and leadership—the two main groups leading the colleges—is extremely important and understudied. Misperceptions between the two groups, lack of communication, trust, and erosion of co-governance creates conflict. The inability of the faculty and the executive leadership to find common ground and connect could prove to be a major issue affecting the turnover of leadership and its impact on colleges. The executive leaders are the explicit leaders, yet the faculty members lead as followers. Faculty may be as educated and informed as the leaders coming into the institutions. The relationship between those two groups needs to be examined, as it may hold the key to understanding and possibly offering solutions to the problems of leadership turnover. Without looking at the theory of critical

followership, as related to community colleges, and the relationships between faculty and leadership, the academy may be overlooking a key aspect of the problem.

Overview of Literature

The literature review will be in two sections. The first section will be a thematic review of literature that will focus on leadership turnover, community college leadership, and faculty governance. The next section will focus on theoretical frameworks, which are: relationship maintenance, Herzberg's motivation-hygiene theory, perception theory, and the emergent theory of critical followership.

Thematic Review of Literature

The first section will be a thematic review of literature, which will focus on leadership turnover, community college leadership, and faculty governance. Those three themes are critical in understanding many of the problems regarding the current situation of leadership turnover at CCC.

Leadership turnover

All organizations experience leadership turnover, the way it is approached can have a major impact on an institution at every level. As community colleges are experiencing an exceptionally high rate of leadership turnover it is important to examine leadership turnover and the succession plans to deal with the turnover. Even when institutions invest heavily in developing leaders, if those procedures are not well planned and thought out, the results tend to be ineffective (Barton, 2019). Unfortunately, when leadership changes too quickly and plans are not set in place for the transition it can cause further strain on the institution. Leadership change and turnover is more likely to happen under periods of organizational stress and change when the current leadership seems unable to handle the problems and it seems more prudent to look for new leadership with

the apparent skills perceived to manage the situation (Röbken. 2007). As institutions, community colleges are continuously under organizational stress and seeking new leaders and ideas to come and help fix the problems.

The approach of businesses toward executive leadership change seems to be influencing the educational model as business is increasingly seen as the standard which organizations should be held up to. It takes time for employees to be fully engaged in their jobs, continuous leadership turnover disrupts that and makes it harder to achieve employee engagement (Covella, McCarthy, Kaifa, & Cocoran, 2017). The long-term sustainability of an institution can be impacted by continuous CEO turnover, though the current corporate model is increasingly operating that way (Chiu & Walls, 2019). The business approach to education is pervasive at many levels, though if educational institutions are following models which are also affecting businesses in negative ways it is important to examine other options.

One of the ways leadership turnover could be approached differently is the communication spaces created at organizations. Covella, McCarthy, Kaifi, and Cocoran (2017) found in their research that by creating space for open communication with leaders when employers begin their jobs can help create trust over the long term, which can help to lower turnover by building positive relationships (p. 9). The building of trust could go both ways and help the tenure of the leaders and followers. This open communication could then lead people throughout the organization to examine collectively what kind of leaders would work best with their institutions. There needs to be open and prioritized discussions around leadership development to help attract the best candidates (Barton, 2019). Holistic engagement and open communication could lead to

better succession planning, while helping to encourage leaders to stay longer at the institutions.

Leadership change must be planned in an organized way (Peters-Hawkins, Reed, and Kingsberry, 2018). Leaders who are planning to retire must think about developing new leaders in their succession plan (Barton, 2019). Professional growth needs to be prioritized as an investment in the organization to demonstrate the importance placed on developing leadership and creating successful succession (Barton, 2019). Leadership succession needs to rely on the development of emerging talent with the accompanying availability of leadership training (Brundett, et. al., 2006). Renihan (2012) proposes graduate programs with a focus on their communities to help develop leadership (p. 6). Leaders from different types of institution should collaborate with other leaders to foster best practices (Barton, 2019).

The current make-up of the leadership and the future needs of the organization need to be part of the strategy involved in succession planning (Barton, 2019). The talents desired for potential leaders should be identified at all levels of the organization, while leaders should be offering opportunities for current employee's chances at demonstrating and developing leadership skills (Brundett, et. al., 2006). To be most effective in succession, it is important in the process of succession planning to think about the layers of the organization instead of just the executive level. This approach gives leaders a chance to gain awareness of candidates who they may otherwise overlook, namely women and people of color (Barton, 2019).

Current leaders must take the time to encourage employee growth as part of their culture to give potential leaders the room to grow (Barton, 2019). The placement of new

leaders has impacts throughout their organizations (Brundrett, Rhodes, & Gkolia, 2006). There should be a continuous process of bringing those with leadership potential onboard to work on projects and demonstrate their abilities as the current leaders evaluate their potential in the internal and external searchers for possible successors (Barton, 2019). One way of lowering employee turnover is creating a sense of organization commitment and identification (Yukl, 2014). Leaders who are only in their position for short periods of time or come from outside institutions should be encouraged to get more engaged with the culture of the organization to help create a sense of belonging and further their commitment and tenure.

Community college leadership

For a person to understand community college leadership as it stands today one must first look at the history of community colleges in the United States; why they were created, who they were meant to serve, and what their primary purpose was. All of those points influenced early leadership in the community college systems. It is important to examine the complex organizational systems today's leaders find themselves in and examine how much the institutions have changed. Ultimately, this has led to incredible challenges in community college leadership. The primary challenge being high turnover at the leadership levels of the organizations. Those challenges in turn lend themselves to new opportunities. In this section, the researcher offers a brief history of community colleges, their present-day situations, the challenges of high leadership turnover, and explores further implications.

History of community colleges

Community college leadership has evolved as the community colleges in the United States have changed and grown. According to the American Association of

Community Colleges (2019) the original intent of a community college was simply a two-year junior college to take the place of the first two years of regular university and to help provide more access to non-urban areas. This was partly because in the early part of the Twentieth Century people that are more educated were needed in the workforce. This meant that the job of leadership was straight forward, compared to the demand's leaders face today. It was to make sure the college was running efficiently and that academics are up to par. This allowed leadership to be focused on a few tasks versus the incredible variety of tasks which leadership faces today. Currently, academia has become much more complicated from funding to state and federal regulations, along with growth in job sectors and rapidly changing economies. With those changes the need to change and adapt has become more important than ever. What was once not an easy job, has become the realm of super people to manage the huge behemoth that community colleges have become.

The history of community colleges is best understood when viewed from different periods. Eddy (2010) identifies six primary periods in community colleges: The Origins Period from 1901-1920; the Maturation Period from 1920-1940; the Credence Period from 1940-1960; the Equal Opportunity Period from 1960-1980; the Accountability and Assessment Period from 1980-2000; and the Millennial Period from 2000 to present (p. 33). All the periods represent change and growth in the colleges. The periods that are most relevant to where we stand now are the most recent periods of Equal Opportunity, Accountability and Assessment, and Millennial.

The Equal Opportunity Period represents a period of inclusion (Eddy, 2010). The goal of that period was to make colleges more open and accessible. The Accountability and

Assessment Period brought with it increased regulation and oversight from government agencies (Eddy, 2010). The Millennial Period is a period of change and growth responding to increased support for community colleges, the advent of the Internet, and the consideration of expanding their mission to include limited bachelor's degree programs (Eddy, 2010). As our newest period, it brings a whole new set of opportunities and challenges. Based on Eddy's Periods of change in community colleges we seem to be on the precipice of a number era. All of this brings us up to today.

Present day community colleges

One of the keys to understanding the roles of community college leaders today is to examine the stakeholders involved. The community college system has become much more complex over the years—becoming something much bigger than anyone might have expected. It has taken up the job of training people for blue collar jobs (Barrington, 2020). That was once done on site or by trade organizations. Community colleges have stepped in and taught everything from car and airline mechanics to janitorial and other trades. They have become the go to for training for many local businesses.

Teaching English as a second language has become an enormous part of colleges' curriculums especially in larger metropolitan areas. People often go for specific jobs skills such as public speaking. For example, an employer may tell an employee that they need to improve their communication and oratory skills. Employers in situations like that will often suggest going to Toast Masters (a private organization) or take a speech course at the local community college. In addition, the colleges offer community and life enrichment classes like dance, tennis, music and art courses.

Then there are the students who already have degrees but need to go to community colleges to earn specific credits for transfer into a master's programs. The

colleges have taken up remedial education for people who were not prepared in high school with the English and math levels to succeed in college (Stanford Graduate School of Education, 2018). Also, for the adult learner who has lost much of that knowledge and needs a refresher. There are those too who simply like to dabble in college, explore, and pursue new ideas. Finally, many people go to community colleges to get transfer degrees to four-year colleges, which was their original intention. That may seem like a lot, but it gets much more complicated from there.

Many stakeholders are involved in running a community college. The board of trustees, elected from the community where the college is located, may or may not have a background in education, yet their jobs are to hold executive leadership accountable. At the state level, law makers spend an inordinate amount of time creating and changing funding and regulations for the colleges. The employees themselves, which are the staff and faculty have their parts and see themselves as leaders with very deep personal connections to the institutions. Add to all of that, the politics of the local community: The city council members and mayors, who often hold the key to additional funding. The residents of the community who vote on bond measures often decide what projects do or do not get funded. Additionally, the labor unions represent the different factions of employees. And finally, there are the students themselves.

At this point, seemingly, things should get easier, but they do not. The student's needs go far beyond what the institutions were originally tasked with providing. Take California for example where approximately 50% of the community college students are food insecure (Mink, 2018). That means on any given day half the students at the school are not getting enough to eat and are making financial decisions that can negatively affect

their health and academic wellbeing. That puts colleges in the business of feeding their students, which requires food banks and access to other programs as well as community outreach and connecting students to government support programs. As diversity becomes a value embraced by colleges and communities, it is important to have people and resources available to help different groups meet their needs and succeed. After people leave prisons, several programs help lead them to assist in their securing a second chance through the colleges. Many veterans, from our myriad of seemingly endless wars, take advantage of the community colleges. These two groups need further support to navigate the institutions and systems they came from and other services to help them acclimate to society. There are often mental health and general health services provided on campus. All of these factors help create vast and multifaceted organization (Mintz, 2019).

Added together, all of these facets create an incredibly complex eco system. What was once simply a two-year springboard to substitute the first two years at a four-year university has become much larger and complex than ever intended. In some ways, the community colleges today not only reflect their communities, they are small cities in and of themselves. They educate people who were not cared for in the K-12 system. They care for those coming home from war. They help reacclimatize people who have been in prisons. They provide, at times, almost all the basic elements a person needs to survive. And on top of that, they provide university level education for transfer. These complex systems require leaders who are very high functioning executives with fully committed, trained and well-functioning teams. Eddy (2010) states, “contemporary community college leaders thus require skill sets and life experiences that differ from those needed in the past and that allow them to successfully navigate 21st-century challenges” (p. 5). This

also requires stable leaders who are as committed to the institutions they serve as are all the stakeholders.

Leadership turnover in community colleges

Currently, a major issue facing the community college system is high rates of leadership turnover at the executive levels of management, which the researcher defines as CEO's, presidents, chancellors, vice chancellors, and higher-level deanships. This turnover can have many negative effects upon an institution. Staff and faculty may find even desired changes of existing operational practices, due to leadership changes, disruptive and challenging (Navarette, 2018). Each leader tends to come in with their vision and best thinking regarding what will work at a college. While a leader with a strong vision is often desired, the challenge arises when there is no time to implement that vision before they move on. It takes on average a couple of years to fully understand a position. Even the best leaders may take two or more years to maximize their production as they mature and go through the stages of their new positions (Riggs, 2009). Without stable leadership, the institution and all those under the executive leaders experience something akin to institutional chaos. Without stability and with high turnover, the people trying to implement a vision only have time to start, shift the sands a bit, and get ready for the next leader. This can cause institution anarchy and/or paralysis. At the end of the day, it is very hard for a college to prosper and move forward if new leaders are constantly at the helm.

This is a critical time in leadership and for community colleges in general. Floyd, Maslin-Ostrowski, and Hrabak (2010) state "community colleges are experiencing daunting challenges that stem from economic and political uncertainties, compounded by

turnover of leadership and expectations of doing much more with less" (p. 65). This can have dramatic and awful effects on the institution and all its stakeholders. Navarette (2018) points out that "Instability can lead to financial woes, strife, and even accreditation issues, all of which distract from student success efforts" (p. 3). This situation has happened and has almost happened at several California community colleges. At the end of the day, regardless of whose fault it is, everyone suffers. However, most likely leadership is a key component.

Community college leadership is currently facing a multitude of challenges. When looking at community college leadership the literature focuses on CEOs and general leadership as being plagued by high turnover. There is an employee shortage coming up for community colleges (Quinton, 2006). This problem is keenly felt in California. Wheelhouse (2016), from UC Davis, expresses concern that the largest higher education system in the United States, California Community Colleges, are experiencing a leadership turnover at a high rate, which is "a major concern with strong implications for students, faculty, employees and the regional economies that depend on the colleges' success" (p. 1). This led to the urgency of studying community leadership in California.

While most community college leadership studies focus on the CEO, presidency, or chancellor positions, they do not examine the high turnover in those jobs and do not explain why very few people are choosing to enter that path (Riggs, 2009). This is an overall problem, yet it is particularly challenging at the leadership levels. The leadership turnover issues have the potential to impact the entire institution and all its stakeholders at almost every level of the organization. According to Wheelhouse: The Center for Community College Leadership and Research (2016) "In recent years, the median job

tenure of community college presidents has been just three and a half years—half that of their counterparts at four-year institutions" (p. 1). This is problematic in and of itself, yet the lack of solid, qualified, and stable leadership can have incredible fallout and impacts. Despite the need for strong leadership at the highest level of the college, all the executive level positions from the deans up to the vice presidents, including administrators at the middle levels, have the strongest impact on the organizations from their operational standpoints, to priorities, and the basic functioning of the institutions (Riggs, 2009).

Now, what are people hoping to get in a leader? According to Basham and Mathur (2010), "When asked to identify the ideal leader, many would emphasize traits such as intelligence, toughness, determination, flexibility, and vision" (p. 26). There are many reasons for the high turnover of leadership and the low retention: the need for dynamic leaders, how hiring is done, the lack of professional training and development, as well as stakeholders and outside forces.

Leadership is seen as needing to be more dynamic and flexible than ever. As institutional challenges continue to increase, the expectations put on leaders grow accordingly. According to Wheelhouse (2016), the leader at California community colleges needs to be able to nimbly manage not only a variety of issues while wearing multiple hats in the institutions and, while doing, so they need to be attentive to various and numerous audiences. They need to strategize with clear vision, while acknowledging all stakeholders, internal and external, while managing complicated teams in the pursuit of their objectives. During the entire process they need to navigate complex political and fiscal situations, which can be erratic and uncertain.

Unfortunately for leaders, all the stakeholders are rarely together on the same page. This leads to increased pressures and challenges and the need for leaders to be more adaptable and flexible than ever. The leaders of today's community colleges must be multifaceted well-rounded individuals, who while navigating a variety of challenges in an ever-changing work and learning landscape need to continuously prepare to handle an ever increasing work load of demands that are not expected to diminish anytime soon. This will continue to make the jobs of the executive leaders more challenging and arduous (Navarette, 2018).

The demands placed on leaders can have further consequences. Navarette (2018) states "significant demands on CEOs have at times come at the cost of longer tenures, the rate of turnover in California's community colleges continues to be a topic of concern" (p. 3). The increased demands put on the leadership is impactful at every level, including to the leadership, which is why it is important to be even more careful in hiring and vetting process, while possibly revamping the way candidates are chosen.

Hiring processes in community colleges

The way leaders are hired in the college setting is problematic. Hiring in crisis mode is rarely a place of good decision making. Riggs (2009) points out a distressing pattern over the last ten years of using continuous interim appointments to replace vacant administrator positions. This may seem economical in the moment, but that can also influence hiring to a known versus unknown candidate and reduce the impetus to find the best qualified candidate while settling for the known quantity. Placing people into interim positions can create many problems and challenges such as putting people who are not prepared and do not have good leadership skills into positions. This can result in those

people doing more damage by trying to please people to hold onto their positions and in the process creating damage for the leaders who are coming up behind them to deal with (Riggs, 2009).

Other issues that affect hiring are the way leaders negotiate their contracts. Once hired if they are not savvy enough, they could simply be setting themselves and the college up for the next round of changes. Tekniepe (2014) points out that "single-year employment contracts only add to some presidents' belief that their roles in the institutions are just temporary assignments" (p. 146). Furthermore, Tekniepe (2014) suggests that president's need to be more politically savvy and negotiate better contracts to keep from being pushed out. Even as the hiring process has become more complex and challenging as the stakes continue to grow, the next challenge is to find leadership who are truly qualified and properly trained for the challenges they face.

Training and development in community colleges

The lack of professional training and development is an issue cited by college leadership. McNair et al. (2011) claim "mentoring related to specific aspects of the community college presidency would have helped them better prepare for the role" (p. 18). Even though mentoring is seen as critical to success, it rarely ever standard or mandatory—though some colleges are trying to do just that. Quinton (2006) discusses a training program where mentorship is emphasized and is seen as critical to success (Quinton, 2006). It is easy to see that mentorship is one of the key elements to a leader's success, though if the turnover is too high and people are simply trying to keep the ship sailing then there is no time to focus on mentorship relationships. In addition, it may be that people do not have the appropriate training or experience themselves to be in a

position to mentor. McNair et al. (2011) stated that many of the college presidents they spoke with "noted the importance of a doctorate in community college leadership for better understanding the mission of the community college, its history, and its role in higher education" (p. 20). The lack of training and support is problematic for everyone concerned, which is why many leaders are rarely prepared for the myriad of challenges ahead.

Stakeholders in community colleges

Dealing with all the stakeholders and outside forces is very challenging. Kezar (2009) argues that it is important to not compare business and higher education from a change perspective; those things that business change are driven by much narrower boundaries than the many interests and stakeholders putting pressure on colleges (Kezar, 2009). Business as a for profit organization is set up as a completely different operating structure. It is designed for quick and rapid movement; education's goals and missions as non-profit organizations make them accountable to a much more diverse and broader group of stakeholders, with many more forces impacting their slower change models. Wheelhouse (2016) clarifies that one of the complex challenges that leaders face is managing and making decisions "in the context of shared governance with faculty, relations with elected trustees and the necessity of responding to multiple directives from Sacramento (the Board of Governors, the Legislature, and the Governor)" (p. 2). This issue is constantly a battle between many forces with different agendas and desired outcomes. McNair et al. (2011) state that many of their college president respondents claimed that learning to cultivate, deal with, and have a relationship with their board of trustees are only learned when one arrives in that position of leadership. No other

academic experience trains them for it (McNair et al., 2011), though it could possibly benefit from mentorship.

Tekniepe (2014) suggests that the undue influence of community stakeholders is affecting the tenure of presidents, as uniformed community members pursue agendas. Those agendas may or not be in the best interest of the college or community. This can help place extra pressure on board members who may feel compelled to push out a president as these groups exercise their power to influence while pushing their political agendas (p. 156). The influence of empowered and potentially uninformed groups inserting influence on leadership is something one would not expect for profit CEOs to have deal with in the same way college leadership does.

Another area where training seemed useful was dealing with stakeholders and boards. McNair et al. (2011) stresses the importance of the president board relationship and the need for mentorship in that area. It is important to mentor presidents and help them gain expertise and the savvy necessary to effectively work with the board. This could help in several areas, such as "collaboration, organizational strategy, professionalism, and community college advocacy" (p. 19). In this sense, one could almost propose that many in higher leadership levels of community colleges are more like middle management with all the groups they are accountable to, yet they are expected to operate as executives. According to Wheelhouse (2016) "In their own words, leaders of California Community College campuses and systems believe that churn in their profession is largely due to conflicts between CEOs and their boards of trustees or constituent groups" (p. 1). With such a complex set of stakeholders it is no wonder that leaders may be overwhelmed by the complexity of their tasks.

Implications for community college leadership

In this section, the researcher offered a brief history of community colleges, their present-day situations, the challenge of high leadership turnover, and will now explore further implications. There are several paths community colleges can take and much of it depends on the quality and reliability of the leadership they experience. They can work to create better employment, training, and support systems or stay with the status quo. There are many reasons for the high turnover of leadership and the low retention, which include the need for dynamic leaders, how hiring is done, the lack of professional training and development, as well as stakeholders and outside forces. It is critical to address these issues for community colleges to continue to prosper in the future.

As evident from the information presented in this section there is a crisis in community college leadership. What may have worked in the beginning of the institutions no longer servers the complex systems that community colleges have become. There are opportunities to implement new hiring practices to work to gain a more diverse pool of leadership. Leadership training tracks, and mentorship programs could be formally implemented. Collaborations with local universities should be encouraged to train EdD candidates who are well versed in the needs and challenges of the institutions. In that way, colleges could help shape the education of their future leaders. Mentorship programs and leadership tracks could be created in conjunction with the universities. Eddy (2010) offers a number of ideas: the establishment of mentoring programs within the institutions, grooming potential leaders and providing them with opportunities for development, providing introductory programs to connect the new leaders with the college and community, opening up the idea of who can be a leader to be more inclusive

of diversity, creating programs to develop leadership internally and collaborating with 4-year universities, encouraging leadership training for staff, and offering financial and scheduling assistance for people who would like to pursue graduate level leadership degrees (Eddy, 2010). Boggs and McPhail (2016) further suggest "leaders assess the competencies of their leadership teams and… provide development opportunities that build the skills needed to respond effectively to issues and to effect positive organizational change" (p. 2). In other words, the approach to leadership needs to become a forefront issue with community colleges, with continuous development and evolution.

As the world changes rapidly, it is important that our leaders and how we approach leadership changes and adapts as well. There is a need to create and maintain better communication with stakeholders to have more transparency and educated engagement. Finally, the expectations of leaders need to be realistic to make sure they are able to stay in their jobs and avoid burnout. Leadership turnover has the potential to be addressed by some of these suggestions. By addressing that issue, hopefully we can have successful community colleges for many generations serving our students as they pursue their dreams of higher education or whatever other circumstances or whims bring them through our doors. Then maybe as we see the newest age of the community colleges dawn it could be called the Leadership Period.

Faculty governance

This section focuses on a review of literature on faculty governance. Faculty governance needs to be examined as an arena where faculty voices are heard in response to leadership. At the core of higher education is faculty governance (Schoorman, 2018). Faculty want to have a voice in the institutional governing structures (McDaniel, 2017).

A fundamental piece of the faculty experience is shared governance, it is viewed as crucial and demanding (Kater, 2017). Schoorman and Acker-Hocevar (2013) describe, "faculty governance as critical democratic decision making" (p. 267). The most essential work of faculty in any institution is teaching and scholarship, which is the primary domain of faculty, though the nurturing and maintenance of that requires shared governance (Tiede, 2009).

As faculty governance is viewed as a critical role of faculty is it important to examine the roots of faculty governance. "The concept of shared governance between faculty, administrators, and trustees is a unique aspect of higher education organization" (Caplow & Miller, 2003, p. vii). This system puts principle decision making regarding institutional actions in the hands of faculty and lets administrators handle the execution of those policies (Caplow & Miller, 2003). These systems are much too complex for either critical theory or followership theory by themselves. That is why a new theory is needed to fully explore faculty governance. These systems are much too complex for either critical theory or followership theory by themselves. That is the reason a new theory is needed to fully explore faculty governance.

It is important to examine an area of faculty agency, which is shared governance, while exploring the emergent theory of critical followership. The literature examined focuses on the history of faculty governance, challenges, the need, and opportunities going forward.

History of faculty governance

The concepts of faculty and shared governance, which is fundamental to the United States higher education systems, have deep historical roots in the European

educational systems. The concept of faculty governance was carried over, altered, and adapted from the European models, specifically Cambridge and Oxford (Caplow & Miller, 2003). The primary differences were churches influenced the American college's missions; faculty autonomy was not created in the beginning, though the president was often also an instructor and, unlike the U.K. model, the early colleges did have external governing boards (Caplow & Miller, 2003). As with many things imported from Europe, the Americans gave them their own twists. "This tradition of faculty involvement in institutional governance, however, has not always been the norm within American higher education. The first colonial colleges were run almost exclusively by governing boards and institutional presidents" (Jones, 2012, p. 119). Over time, those systems continued to evolve.

Faculty governance in the United States has gone through changes with faculty having varying degrees of control, ultimately leading to current times with less participation in governing systems which has helped lead to more unionization. As faculty was viewed as management in the early models of shared governance, from the Harvard model, unionization was not permitted (Beaudry & Crockford, 2015). In the 19th century faculty grew unhappy with the Harvard model, which became a critical issue at Harvard (Jones, 2012). Jones (2012) states "It was not until the appearance of the 1966 'Statement on Government in Colleges and Universities', however, that a unified statement legitimated the role of faculty involvement in institutional governance" (as cited in Birnbaum, 2004). Shared governance was the traditional structure of many private institutions of higher education, with faculty having major roles in decisions regarding 'academic policy and personnel' (NLRB v. Yeshiva as cited in Beaudry &

Crocker, 2015, p. 32). In 1980, due to this shared governance approach, the Supreme Court determined that Yeshiva University faculty were management and not eligible to bargain collectively under the National Labor Relations Act" (NLRB v. Yeshiva as cited in Beaudry & Crocker, 2015, p. 32). "Since this decision, many colleges have avoided unionization among their faculty. However, over time private institutions have been under increasing economic and political pressure to make operational changes that have led to a deterioration of shared governance structures, significantly lessening the role of faculty in decision-making at some institutions" (Hansmann as cited in Beaudry & Crocker, 2015, pp. 32-33). This has helped spawn a much higher interest for faculty to join unions than there used to be (Beaudry & Crocker, 2015). Unionization has been rising higher in academia versus other industries, which is partially due to the lessening of faculty involvement in governance (Beaudry & Crockford, 2015). The evolution of faculty governance has a rich history and continues to be challenging for faculty and administration.

Capitalist organizational models

"The process of shared governance has become a mile wide and an inch deep with everyone possessing their own interpretation of what exactly shared governance is" (Stutzman, 2017, p. 46). Currently, faculty governance is less shared than it is fragmented (Jones, 2012). Faculty points out that they appear to be ineffectual, under respected and unappreciated, and there are not enough incentives to participate in governance (Brown, 2017). Beaudry & Crockford (2015) make the claim that less involvement by faculty in governance can lead to poor morale (p. 36). Despite the fundamental need for shared governance to fully involve faculty and administration, and the governing board as equal

partners the reality looks quite different. There are many challenges facing faculty governance from the capitalist organizational models which have become pervasive in education, the reduction of full-time faculty and their increased workload burden, and finally the trust it takes to maintain a fully functioning shared governance system.

As educational organizations embrace models of governance, which are founded on capitalist principles, the gap between administrators and faculty grows regarding shared governance (McDaniel, 2017). According to AFT (2006) “for a number of years, we have been hearing calls for a new, more ‘efficient’ way of administering our institutions of higher education” (p. 3).

The increasing reliance on business organization models has furthered the gap in the shared decision-making process, as administrators attempt to consolidate power at the top and in turn expect a more top-down flow to governance. In organizational cultures with top-down decision-making, faculty input can be challenging, even when it is framed as beneficial, as administrators and faculty try negotiating a new playing field of supposed openness (Schoorman & Acker-Hocevar 2013). Beaudry & Crockford (2015). “Within this enterprise, the faculty member, like the teachers before them, become technocrats; cogs in a wheel that moves to ensure fiscal survival in the face of diminishing resources in the public education arena” (Schoorman & Acker-Hocevar, 2013, p.266). This business model that has been adapted to the college governing structurers has led to administrators cutting costs by hiring more part-time faculty and increasing the burden on the remaining full-timers.

Reduction of full-time faculty

With almost three quarters of faculty working as adjuncts "This shift away from traditional, tenure-track offerings (among many other institutional climate conditions) has created a chasm between faculty and administration and their governance models" (McDaniel, 2017, p. 34). Beaudry and Crockford (2015) claim that with the reduction of full-time faculty and the dramatic rise in part-time faculty, the full-time faculty have larger workloads than ever before, while the part-timers are either not asked to be involved or even invited (p. 36). This drastic change in hiring practices has led to less engagement with faculty governance (Beaudry & Crockford, 2015). This can lead to the quality of education dropping as faculty is less engaged in managing the overall quality of the institutional work (Beaudry & Crockford, 2015). Another challenge of democratic decision making is that people need to be more informed and engaged to participate in the process (Schoorman & Acker-Hocevar 2013). It is unreasonable to expect adjunct faculty to be involved in governance, much less be fully informed as to what is going at any given institution, as many of them are teaching at multiple colleges and universities. This then puts the burden of governance on the full-time faculty.

Despite the extra work already undertaken by the full timers, they must still try to find the time to share in governance. There are many elements hindering faculty members participating in governance, which include all the work faculty already has to manage, organizational expectations, and how little seems to be gained from involvement, the lack of time, trying to gain tenure, evaluations, and promotions, along with the balance between work and life are all factors faculty considers before getting involved (Brown, 2017). The heavy, ever-increasing workloads, constant pushing to add the use of

technology into their instruction, the challenge of attaining tenure, and top-down power structures asserting themselves make the situation more difficult for faculty (Stutzman, 2017). Faculty engagement in decision making and committee work can seem like a positive idea, though the extra responsibilities can feel like a burden when added on to what faculty are already working on—it can also lead to a feeling that they are picking up the work that is left over from administrators (Schoorman & Acker-Hocevar). These burdens placed on faculty, and the systemic erosion of full-time positions has helped to break down the very foundation of shared governance which is trust.

Loss of trust

Clearly, the hiring policies and the current faculty workloads are not supporting or encouraging their engagement in the shared governance process. There is less trust from staff and faculty when policies are established do not seem to back them up (Stutzman, 2017). In McDaniel's (2017) study on institutional climate and faculty governance trust was seen as one of the more critical components of faculty and administration relationships, with "One long-time faculty member stated that 'trust is very important, and if you don't trust the people above you, you probably are not going to suggest ideas, promote things to better things'" (p. 39). McDaniel's points out that despite having a right to a voice by policy most faculty feel they do not have a voice which "leads to distrust, poor communication, unclear expectations, and a weary constituency" (McDaniel, 2017, p. 41). The lack of consistent leadership is another reason that trust is difficult to maintain.

A challenge facing shared governance has to do with the low morale caused by high leadership turnover, because it breaks down the ability to form the relationships

necessary to work together and reduces the time available for faculty, staff, and leadership to collaborate together (Stutzman, 2017). Often faculty governance can turn into a blame game creating its own challenges for the institution (Brown, 2017). "Conversations about faculty governance quickly devolve into 'us and them', lowering moral, impacting climate, fueling mistrust, and detracting from and derailing the mission of the institution" (Brown, 2017, p. 3).

Lower rates of tenure amongst those in leadership roles could also be affecting faculty turnover, as they experience lower moral and less engagement in democratic decision making (Stutzman, 2017). It is very difficult to create a healthy work environment with a constant shifting flow of leadership. Despite the challenges of maintaining a healthy working shared governance relationship, the need is very real.

Need for faculty governance

The advantages of a strong system of shared governance are critical to the long-term health and vitality of higher learning organizations. The more involved followers are in decision making the more invested they become in the success of the organization (AFT, 2006). Healthy, vigorous, and dynamic higher learning institutions are grounded in shared governance (Tiede, 2009). Faculty governance is seen as critical to the governing process and necessary for efficient administration even though it can be challenging to share decision making and influence (Stutzman, 2017). There can be numerous organizational benefits from shared governance in institutional decision making, both faculty and administrators can feel empowered by the collaborations and faculty can gain deeper sense of personal investment and agency in the process, which can help to overcome challenges that arise (Stutzman, 2017). "Fewer faculty involved in governance,

poor morale, unionization, and associated union costs" (Beaudry & Crockford, 2015, p. 36) are seen as disadvantages of less faculty governance. Ultimately, the cooperation of all involved will benefit the primary stakeholders, who are the students.

To best help students and deal with the incredible challenges and constant changes in education, shared leadership must be engaged, vigorous, and have strong vision (Brown, 2017). Education institutions will be better equipped to deal with and fix problems in their educational systems when all the groups necessary to governance are aware of their need for cooperation and their interconnectedness (American Association of University Professors, 1966). Shared governance is now about the interesting and complex question of how to align every center of authority to accomplish the educational mission needed by those who rely on the institution (Tiede, 2009). "The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others" (American Association of University Professors, 1966, para 2). Having a strong system of shared governance can create new opportunities for the institutions.

Opportunities for faculty governance

Looking beyond the need of shared governance in institutions of higher learning, it is also important to note that shared governance comes with organizational advantages and opportunities when all the groups involved acknowledge their interdependence and choose to work together. The advantages of faculty involvement in decision making needs to be examined and clarified along with strong engagement by executive leadership (Beaudry & Crockford, 2015). "Organizational theorists for many years have recommended shared decision-making as a key strategy to improve productivity in all

kinds of organizations" (AFT, 2006, p. 4). Faculty and the board should work together when a new executive leader is chosen to make sure that the needs of the institution are balanced in the decision for all invested parties and all are clearly represented (American Association of University Professors, 1966). Faculty have critical roles in institutional planning, as they, along with staff carry the institutional memory (AFT, 2006). The collaboration of faculty and leadership ultimately lead to the cultivation of a healthier and more stable institution.

One of the keys to building a healthier organization and creating more trust can be established by creating more opportunities for open communication. Moving away from capitalist governing systems requires clear and open communication as to what is expected and what people hope to achieve to move in the direction of shared governance (McDaniel, 2017). People are more likely to engage in participatory governance if communication is open, service opportunities are made clear, and there is an effort to build community as part of the shared governance process (Brown, 2017). These relationships require clear communication between the groups, which helps to create spaces for collective decision making and action (American Association of University Professors, 1966). Trust is not something that manifests itself but needs to be cultivated by both leaders and faculty (Beaudry & Crockford, 2015). Trust grows between faculty and administration when the policies set forth by administration are clearly in line with the needs of the faculty and in turns supports those needs (Stutzman, 2017). Keeping the focus on the mutual desire by all concerned parties to have a healthier and more resilient organization is a way to build more trust amongst the stakeholders (Beaudry & Crockford, 2015). Increased trust is something that is seen by faculty as something which

can help boost morale and create better communication between administration and faculty, and create a more open shared governance (McDaniel, 2017). As administration demonstrates through their policies an awareness of faculty needs and promotes them in ways that are helpful those actions will build trust between administration and faculty and create more open communication between the parties and within the institution (Stutzman, 2017).

One way of increasing trust and cooperation between faculty and administration involves committees and governance bodies including all relevant stakeholders, this spreads out authority to a greater spectrum of participants, instead of consolidating it in the traditional echelons of power, which include department chairs, high level administrators and executive leadership (McDaniel, 2017). Administrators at all levels of the institution need to avoid top-down communication for a more open-door policy which welcomes faculty into conversations and fully listens to them. To accomplish this there needs to be more opportunities created for communication to flow upwards toward administration, not just a one-way street from the top-down (Stutzman, 2017). As trust is built or rebuilt in institutions then those involved in the shared governance process can move the organizations forward through proper planning and execution of agendas.

The way resources are distributed and allocated, how budgets are set and what gets priority need to involve faculty, executive leadership, and the governing board while clearly communication with one another (American Association of University Professors, 1966). McDainel's (2017) claims that by balancing out the teaching loads, better salaries, and more professional development time it would lead to increasing faculty governance and have the possibility to boost "faculty morale, job satisfaction, university stability, and

mutual respect, all of which contribute to the question of institutional climate. Ideally, these changes will also lead to better fulfillment of the mission and vision of the institution by all stakeholders" (p. 42). The academic community needs one of its fundamental and ongoing concerns to be the fabrication and achievement of long-range goals and plans (American Association of University Professors, 1966). Stutzman (2017) identified five main themes in their research "the need to be heard; the need for authentic, informal communication; the need to minimize unnecessary busy work; the need for consultation and respect in the sense of shared purpose; and, the need to minimize Human Resources (HR) bureaucracy" (p 51). Any major changes relating to the student body and aspects of research and education programs should involve "participation of governing board, administration, and faculty prior to final decision" (American Association of University Professors, 1966, para. 7). Ultimately, the more robust and engaging shared governance is the stronger the institution and the better all parties will be able to serve their students, while managing the never-ending array of challenges facing higher education today.

Critical followership and faculty governance

The emergent theory of critical followership, which will be analyzed further in the theoretical section of the literature review, is the ideal theory to examine faculty governance. The complexity of faculty governance and its intersections with labor unions require a critical examination of a unique group of followers, followers who boarder on and at times are also managers. With such blurred lines, it is important to examine faculty governance through a more critical lens than followership alone could provide. There is a constant struggle for resources and power between administration and faculty.

The struggle is related to almost all aspects of the organization and impacts all the stakeholders. The stakeholders in this case are a much broader group than a traditional business may face. Despite institutions of higher learning continuously being compared to, judged by, and expected to emulate organizational business structures, it is not realistic, counter intuitive, and ineffectual to make those comparisons, much less to try and overlay such rational organizational models. The stakeholders for a college, especially a community college, are much broader than almost any other type of institution. The stakeholders are students, educators, staff, leaders, the governing board, and almost every level of the community. Though the other higher learning institutions may not have relationships quite as complex as community colleges, the struggle for resources is a constant issue.

This is less a struggle between uneven foes, than it is a struggle between fairly matched groups who are at times adversaries and allies. They do have a common goal, which is the betterment of the institution, its longevity, and supporting all its stakeholders. As power shifts between and from one side to the other, as either gives or takes, it becomes an epic struggle at times for the soul of the organizations. Critical followership is equipped to examine that struggle while ideally offering new avenues and ideas for agency for all the groups involved for the strength and welfare of the entire institution and all involved at every level. Critical followership examines all the intersections and interests, while looking for opportunities to create more equity with the organization. It is about finding ways to empower and make sure that voices are heard. This theory allows for the realization of the true power of the follower and their roles in the leadership process.

In this section, the emergent theory of critical followership was introduced, by examining critical theory, followership theory, a review of literature on faculty governance, and making the argument that critical followership is the best theory to examine faculty governance. The examination of the topic of faculty governance, as viewed through a critical followership lens, makes it is clear that higher learning institutions must move away from corporate models of governance which are at odds with the fundamental principles of shared governance. Open communication needs to be developed to build more trust, and there needs to be a return to more full-time faculty. By making those changes and honestly moving towards a state of truly shared governance institutions of higher learning can excel to their greatest potential and serve their stakeholders in the highest capacity.

Theoretical Frameworks

This section focuses on the theoretical frameworks: relationship maintenance, Herzberg's motivation hygiene theory, perception theory, and critical followership. These theories provide structure to this study to gain understanding of leadership turnover at CCC.

Relationship maintenance

It takes effort to maintain relationships. Relationships are constantly changing (Alder and Russell, 2014). This makes their active maintenance in an organization of upmost importance. Maintaining healthy relationships requires a commitment to working on those relationships. It takes even more effort to create and maintain healthy relationships. Fujishin (2012) identifies openness and nurturing as being key components of healthy relationships (p. 160). Organizational relationships reflect interpersonal

relationships. If the organization does not value openness and a nurturing climate, those elements will not exist between groups of people.

Workplace relationships are affected by organizations culture and climates (McCornack, 2016). The seeming breakdown between faculty and leaders demonstrates that one or both parties are not fully invested in the relationship. Power is deeply embedded in interpersonal communication (McCornack, 2016). Successful relationship maintenance requires active listening, continuously checking in with each other, and occasional evaluations as to the overall health of the relationship. When those elements are not addressed, they tend to be replaced by different forms of conflict.

In any relationship, conflict is as natural as it is unavoidable. There are different strategies people use to manage conflict such as aggression, avoidance, accommodation, competition, and collaboration. Aggression could manifest in the workplace as microaggression or retaliation. People demonstrating aggressive behavior tend to hold themselves in higher regard and others lower (Fujishin, 2012). Avoidance happens when communication breaks down. Avoidance demonstrates a "high regard for others and low regard for themselves" (Fujishin, 2012, p. 130). It can be useful at times, when people need time to cool down and reflect, or more information is needed to make better choices. Accommodation happens most often when people with less power want to please those with more, which can create more problems later. People engaging in accommodation tend to have a lower regard for themselves and a higher regard for another (Fujishin, 2012). Competition has low consideration of others and high concern for self, this is considered a win-lose stance (Alder and Russell, 2014). In an organization, that manifests as ongoing conflicts over resources. The goal is using collaboration as a tool for conflict.

Engaging in collaboration demonstrates people with a high concern for themselves and other people (Fujishin, 2012). This would be the healthiest position for an institution to operate from. The conflict strategies are all divisive and create separation, except for collaboration. That breakdown of communication is harmful interpersonally and institutionally.

The goal should be collaboration. The challenge with collaboration is that it takes time and commitment by all parties to participate. That would require both parties seeing and acknowledging the value of the other and demonstrating a willingness to work together, ultimately, creating a healthier environment, which would be better for all concerned. Collaboration demonstrates both parties having a high sense of value for themselves and each other. Collaboration requires the most work yet creates the most desirable outcomes. Properly functioning institutions with a balance between leaders and faculty governance would be an example of collaboration.

The current state of faculty and leader relationships is such that avoidance—and in some cases aggression—is most common. The communication between the groups most responsible for leading their institutions has been breaking down over the decades as power is consolidated at the higher levels of the institutions and faculty are shut out. That is demonstrated by the contentious relationships between faculty and leaders over scarce resources and management of their institutions. As faculty is shut out of their role as co-governors, the divide grows.

Bringing the parties together and healing the divides requires awareness of needs. Identifying unmet needs and problems are critical conflict negation (Alder and Russell, 2014). The use of Herzberg's motivations hygiene theory will help to identify the needs

of faculty and help open up leader's perception of what faculty wants, versus what they think faculty desires. While leaders currently have the most institutional power, by understanding faculty needs, they can begin opening communication. Then they may work together in creating healthier organizations.

Herzberg's motivation hygiene

In the 1950's and 60's Herzberg examined what motivated employees (Herzberg, 2003). He created a two-factor theory that is based on motivation (satisfaction) and hygiene factors. Herzberg (2003) uncovered what motivates people is different from what makes people happy in the workplace (p. 87). Gitman, McDaniel, Shah, Reece, Koffel, Talsma, and Hyatt (2018) state that Herzberg's surveys of employees asking the question, "What do people really want from their work experience?" found certain factors lead to job satisfaction and dissatisfaction. Herzberg's theory suggests that employee satisfaction factors are crucial to work that is performed such as "recognition, achievement, responsibility, advancement, personal growth in competence" They are referred to as motivators, as they are attributed to being useful in motivating employees. Employee dissatisfaction is caused by hygiene factors which are extraneous to the work being performed, examples are "company policies, supervisory practices, pay plans, working conditions" (Hackman and Oldham, 1976, p. 251).

The problem of CCC leadership turnover needs be considered through the lens of Herzberg's motivation hygiene theory to see if the parties concerned, namely faculty and leaders, are at odds in perception. If needs of the faculty are perceived as being met by leaders at the CCC, leaders may feel satisfied that everything is all right with the faculty. It may be possible that only certain components of what faculty may need, or desire is

being met. By not addressing other elements of faculty need, there could be a whole level of discontent operating beneath the surface. This could be affecting their relationship.

Herzberg built his theory based on Maslow's Hierarchy of Needs. Maslow had portrayed a more linear flow starting at the bottom of the pyramid with physiological needs, then safety, love and belonging, esteem, and placing self-actualization at the top. Herzberg saw two different sets of needs engaging at the workplace (Herzberg, 2003). One more animalist, such as pain avoidance, sustenance, and the drive to make money to acquire more resources; those relate to hygiene factors. The other set are motivation or growth factors, which are related to achievement and success (Herzberg, 2003).

A key finding of Herzberg's studies was that satisfaction and dissatisfaction were not always opposites (Gitman, et. al., 2018). An employee could be motivated and satisfied, but other elements could be keeping them dissatisfied at the same time (Herzberg, 2003). He concluded managing hygiene factors could help keep employees from being dissatisfied, they did not provide motivation or satisfaction (Gitman, et. al., 2018). To increase employee satisfaction an employer needs to focus on motivating factors (Gitman, et. al., 2018). In other words, they worked independently of one another, while both need to be considered for a fully satisfied, engaged, and productive workforce.

Some criticism of Herzberg's theory exists. Not all jobs and individuals can be measured in the same way using the same motivating factors. Also, some of the motivating factors are very difficult to assess. This can be difficult to accurately assess the theory's application and outcomes in research (Hackman and Oldham, 1976). For this survey, Herzberg's theory is the most appropriate theory for our study and surveys—

pairing it with perception theory, Johari window, and critical followership for deeper clarification.

Therefore, the utilization of Herzberg's motivation hygiene theory is critical to understanding if there are fundamental misperceptions between faculty and leaders, which could be impacting their relationships. If those misunderstandings are uncovered in the research, it becomes possible to address those misconceptions. Perception theory examines how despite best intentions a difference of perception can create conflict. Critical followership's application will examine the power dynamics at play between faculty and leaders, with the focus on collaboration and cooperation. This then creates the possibility of dialogue and healthier relationships, which may then help with CCC leadership turnover.

Perception theory

Perception theory helps explain the communication gaps and misunderstandings that can develop between leaders and followers. The understanding gained by seeing another's perspective allows for more clarity and open communication. An important component of perception theory is that "regardless of one's developmental level of empathy, empathic experience will vary as a function of one's cognitive appraisal of a situation" (Parker and Axtell, 2001, p. 1086). This insight makes perception theory helpful to the study. Even if leaders are fully empathetic individuals, if they do not understand what faculty is experiencing, it will be difficult for them to respond in a way that would demonstrate understanding of faculty's needs. This in turn can lead to a breakdown in communication as misunderstandings occur, even when all the stakeholders have the best of intentions.

There are two main elements of perspective taking (Parker and Axtell, 2001). The first is people who actively employ perspective taking are more likely to empathize with those they perceive. The second is people tend to consider situations which are challenging to themselves as being the result of external challenges (e.g. social, political, and economic forces), whereas those whose behavior they observe is often attributed to personality and temperament. This also demonstrates an area where faculty and leaders could be experiencing breakdowns in communication based on their perceptions.

People tend to believe what they perceive to be reality (Demuth, A. 2013). When people's sense of reality is challenged, that can create conflict. It is important to understand what a person sees as a conflict and try to understand what might be viewed as a conflict from another's point of view. The expectations bosses and employees have toward each other if they are not met can result in conflict (Sharpe, Johnson, and Center for Creative Leadership, 200). Those conflicts can ripple through organizations, exasperating challenges which already exist.

This theory demonstrates how misperceptions could be a factor impacting CCC leader and faculty relations. Without clear and open communication, misperceptions can easily take place. It is difficult to empathize with someone if you are not aware of their point of view. The literature on leadership turnover, CCC leadership, and faculty governance is clear that the divide between faculty and leaders is growing. The gap between faculty and leaders creates a situation where misperception is likely and understanding of other's perspectives is diminished.

Critical followership

The concept of the critical followership will be introduced in this section. It is the combination of followership and critical theories. This emergent theory was originally developed by the researcher as it was deemed necessary to gain the deepest possible understanding of the problem of community college leadership turnover. Followership examines leaders and followers' relationships, whereas critical theory examines the power dynamics in relationships looking for areas of agency to encourage balance and equity. Theories are ways of knowing and seeing which must be questioned for the efficacy and explored for further opportunities. At times, there is a necessity for a new way of knowing to allow another lens to examine something which is greater than the task of either theory by themselves. Emergence is beyond the bounds of what earlier theories envisioned (Hooks, 1994). Critical followership provides the lens to view faculty governance while examining its relationship to CCC leadership turnover.

Followership theory examines the relationship between followers and leadership. Kellerman (2008) describes followership as subordinates who mostly pursue the goal set out by their superiors, who have more power, authorization, and influence than the followers do. There are often clear ranks involved in the relationships between followers and leadership with expected responses (Kellerman, 2008). The focus on leadership hampers the importance of the need to focus on followers, who are the most populous group in any organization (Shindlers, 2014). The positions of leaders are more precarious than ever with many forces outside of their control, which makes followers more important than ever before (Kellerman, 2008). Kellerman (2008) suggests a "potential seismic shift in the balance of power between leaders and followers, constitutes a caution:

leaders who ignore or dismiss their followers do so at their peril" (p. xxi). The strength and capability of leaders can be gauged by the viewpoint and attitudes of followers (Yukl, 2014). This emphasizes the importance of examining followership within the context of faculty governance.

Critical theory examines the elements of power and privilege which are assumed to exist in all relational spaces. Critical theory critiques systems, as people tend to recreate systems that can have harmful effects, even when they are trying to work for the betterment of the organization and the people they serve (Leonardo, 2004). The critical theorist is not content to simply analysis theory; one of the key components of critical theory is the element of praxis, putting theory into action. "Praxis is defined as action or engagement upon the world that seeks to create change" (Boros, 2019, p. 5). The critical theorist questions everything, which in the case of an educational institution is an appropriate home for the theory. Greater democracy is encouraged in critical work inspiring more dynamic and constructive collaboration amongst stakeholders leading to reevaluating decision-making processes and the governing of organizations (Deetz, 2005). Critical theory is important to explore all the dynamics at play between followers and leadership. Critical theory "is an approach that can be employed without limit, to seek alternatives to the dominance of technical reason, disciplinary modes of power, and false consciousness that govern our contemporary everyday lives" (Boros, 2019, p. 5). Requiring action and agency, critical theory is the perfect driver for the concept of followership.

The theory of critical followership is examined as an emergent theory combining critical theory and followership. Followership is often examined through a business lens,

top-down and rational. Critical theory examines the intersection of power and privilege, resource distribution, and actively seeks equity. Critical followership theory will be used to look at the power dynamic between leaders and followers. The followers at colleges and universities may have unions as well as a faculty governance structure, creating greater checks and balances than many other organizations may experience. The relationship is less top-down and looks more like a natural or open system. The flow of power is more balanced between followers and leadership thus requiring the lens of critical followership.

Critical followership combined with Herzberg's motivation hygiene theory and perception theory inform the examination of CCC leadership turnover and faculty governance. Herzberg grounds the study to gain perspectives from faculty and leaders. Perception theory clarifies the challenges that misperceptions can create, even in the most well-intentioned individuals. Critical followership is the theory which brings them all together to examine the unbalances of power and its distribution, between faculty and leaders.

Ultimately, critical followership assists in the dialogue necessary for leaders and faculty share in power and decision making. This collaboration creates two parties working together, aware of each other's needs. That can help with a healthier institution and potentially contribute to stemming the problem of leadership turnover, as leaders are supported by faculty as co-leaders and decision makers.

Summary of Literature Review

The literature review was in two sections. The first section was a thematic review of literature which focused on leadership turnover, community college leadership, and faculty governance. The next section focused on theoretical frameworks: relationship

maintenance, Herzberg's motivation hygiene theory, perception theory, and the emergent theory of critical followership was introduced and examined. All of these elements are crucial to the study of community college leadership turnover. The emergent theory of critical followership goes into the deeper issues of power, privilege, and equity pushing the study towards a solutions-based outcome to help address the problem of CCC leadership turnover.

Leadership turnover must be well planned and managed. It should be part of regular planning with a process set in place to identify potential leaders with strong mentorship and training programs put in place to support them. California community college leadership is neither well planned nor managed. With the rapid churn of leadership, it is hard to identify potential leaders and no time is set aside for mentorship or proper training. There is much in the current research to suggest that the complexity of the modern community college, the superhuman qualities expected of leaders, the lack of training and development, and the challenge of a wide and diverse range of internal and external stakeholders makes this an increasingly demanding, challenging, and seemingly overwhelming position to lead from. The relationship between faculty and leaders is still underexplored in the literature.

The history of faculty as coleaders and the current dismantling of those traditional structures leaving in place a more top-down system of autocratic leadership demonstrates a disconnect between expectations. As community college faculty unions remain strong, there still exists a force pushing against that type of leadership. Herzberg's motivation hygiene provides a measurement device for this study, perception theory helps make sense of the interpersonal challenges and dynamics at play. Critical followership helps

explore the deeper dynamics of power and privilege at play over the negotiations of leadership as faculty attempts to reassert its place at the table as an equal partner with community college leaders, not simply employees.

All the themes and theories examined in this review of literature are critical to the understanding of the problem of CCC leadership turnover. The literature helps to provide insights into the problems and drives the research towards possible solutions. The problem of CCC leadership turnover is daunting, yet as the research suggests, there are many opportunities to turn the problem around.

CHAPTER THREE

METHODOLOGY

As stated in Chapter I, the purpose of this mixed methods study is to examine leaders' misperceptions of faculty's needs to see if that contributes to CCC leadership retention. The mixed quantitative and qualitative methods, surveys and interviews, are important to cross-examine data and perceptions from faculty and leaders to further validate the study. Relationships and perceptions of faculty and leaders were examined. The interpersonal communication theory of perspective taking was used to examine how the different perspectives are impacting their relationships. The study replicated Lindahl's study, "What Makes a Good Job?", which asks leaders to rank what they believe followers want most in their job. Leader's and follower's responses were compared to see if there are similarities or differences in rankings by both groups. Herzberg's motivation hygiene theory was used to compare the results.

The surveys were followed by a series of interviews, including faculty and leadership. The interviewees were selected according to a convenient sampling technique. From the survey 37 responded willingness to be interviewed. All were contacted, and 15 responded and were interviewed. In addition, the researcher contacted five additional faculty and leaders who previously had expressed interest in the study. The focus of the interviews was to gain a deeper understanding of the perception of leaders and followers.

The relationship and perceptions between faculty and the executive leaders were examined through the lens of critical followership, and their connections to CCC leadership turnover. Ideally, new insights and solutions into the problem of leadership turnover at California community colleges will emerge.

Research Questions

As stated in Chapter One, the following research questions guided the inquiry of this study:

1. What are perspectives of faculty and leaders regarding faculty needs?
2. In what ways do differing perspectives between faculty and leaders regarding faculty needs affect the relationships between faculty and leaders? In particular,
    a. How do those perceptions create conflict interpersonally, around resources, and shared governance?
    b. In what ways do these perceptions and conflicts affect faculty support for leaders?
3. In what ways do these conflicts impact leadership turnover?
4. What recommendations do faculty and leaders have to develop better relationships?

Research Setting

Participants were drawn from a large community college in California (CCC). Limiting this study to one institution allowed the data collection to be a manageable process, providing the opportunity to conduct a case analysis for greater understanding.

The advantage of using this CCC for this study was that it is one of the largest community colleges in the country, in an ethnically and racially diverse community. The size of the community college, approximately 25,000 students, provides a large pool of faculty (currently around 593) and leaders (currently around 25) to survey. The city and surrounding counties are some of the most highly educated in the United States, providing many qualified educators to fill the adjunct pool and allows for more diversity

in hiring. This allowed the researcher to obtain a broad range of perspectives while examining the problem of CCC leadership turnover.

This college is an appropriate example of the rapid leadership turnover being experienced by California community colleges and the troubles that leadership churn can bring. This CCC has experienced extremely high leadership turnover along with a myriad of issues related to unstable leadership. The CCC in question had seven different chancellors in the last eight years, with a revolving door of vice chancellors and deans. Many leaders turnover within a year or two. Even those who stay with the institution are often promoted quickly to fill vacancies, not allowing them time to become fully competent in their original job before promoting them and without providing them any type of mentorship. The unstable leadership, along with other issues, helped facilitate an existential crisis, as the college almost lost its accreditation.

According to media sources, the college came very close to losing its accreditation during the last decade, and was saved by a flurry of lawsuits, which finally saved it from closure. During the accreditation crisis the CCC faculty's American Federation of Teachers union responded and provided strong and focused leadership. The people running the union, led by faculty members, were the driving force for the legal arguments and ultimately saved the college from loss of accreditation. The faculty/union leadership was strong, focused, and organized compared to the explicit college leaders who vacillated from idea to idea, ultimately supporting the AFT agendas, and saving the college. The strong union is another reason why this CCC is appropriate for this study as it allows the application of the emergent theory of critical followership due to the complex power dynamics between leaders and followers.

After the accreditation crisis, a new chancellor was hired, and a new crisis of leadership emerged. He was hired right after the CCC was led out of the accreditation crisis. The new chancellor had a more directive style of leadership, whereas the union was expecting collaboration after their leadership role in the accreditation crisis. This led to a quick breakdown in communication between faculty and the chancellor. During the accreditation crisis, the college went through a period of downsizing, as many student's left because they were concerned about the institution's fate. The idea he presented publicly was to regrow the institution, though the chancellor worked actively against that by cutting approximately 300 class offerings a semester for two of those years, justifying those actions in the name of balancing the budget, with the exclusion of almost all other budget management techniques. Hundreds of faculty members lost their jobs almost every semester. Those cuts were often made right before the semester began or within the first couple of weeks. It created institutional chaos and further lowered moral. The chancellor was placed on administrative leave in March of 2020 and resigned within the week. This crisis of leadership and the state he left the institution, as well as a strong faculty union, made it appropriate for this research.

Explanation of Three Phases

This mixed methods sequential explanatory design study was executed in three phases, which requires collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study (Ivankova, Creswell, and Stick, 2006). Phase One was quantitative, with a survey sent out to faculty and leaders at the CCC. The second phase was interviews, following and informed by Phase One. The third phase of

the study compared the first two phases for deeper understanding and answers to the research questions.

Participants

The population of this study included faculty and leaders at the CCC. In the quantitative part of the study (Phase One) the researcher attempted to reach out and include all faculty, full and part time (approximately 593) and leaders (approximately 25), approximately 525 individuals in total (CCC database, 2020). The criterion for participant selection for the quantitative portion of the study was all faculty and leaders who respond via a systematic email survey and met the previously stated requirements. An online survey tool was used to collect their responses. The survey allowed the largest overview of faculty and leader perceptions.

The interview participants for Phase Two were partially drawn from the pool of survey respondents and persons who the researcher selected. The researcher contacted most participants from the survey who wished to be interviewed, and faculty and leaders who were already contacts at the college.

For this study, the criteria for all who were interviewed were as follows:

1. Currently or recently employed by the CCC.
2. Either full or part-time faculty, or in a leadership role.
3. Willingness to allow the transcription of their interviews.
4. Willingness to participate in a study that may eventually be published in an academic publication such as a journal, monograph, white paper, or book.

Data Collection

The collection of quantitative and qualitative data made this a mixed methods study, as both sets of data informed the research. The survey and interview results were compared to get a deeper understanding of the impact of faculty and leader relations on leadership turnover and retention. This was accomplished by using an online survey administered between August 25 and September 20, 2020. Approximately one sixth of the faculty responded (106), with one quarter of leaders (6).

The second phase of the study was accomplished through virtual interviews, 14 faculty (9 female and 7 male) and 6 leaders (2 female and 4 male). These 20 interviews were conducted from September 21 to October 16, 2020. The phone interviews were recorded and later transcribed. The data collected earlier from the survey helped to inform and guide the interviews. In both sets of data, the researcher examined the data for themes. The themes coming from the survey were presented to the interview participants to gain further insight. The feedback the researcher received was used to answer the research questions.

Phases of Study

Phase one: survey of faculty and leaders

The first collection of data was from a survey sent out to all people currently employed at the CCC as faculty and leaders. Data collection was done using an online survey. The data from the survey helped to inform the interviews. The responses were not anticipated. Similar studies demonstrated that leaders did not understand what employees wanted from the jobs. The responses from Phase One demonstrated that leaders did understand what faculty wanted. The research questions focused on what other aspects

could be impacting leader and faculty relations other than leader's misunderstanding of faculty's needs.

The survey items were selected and adapted from Lawrence Lindahl's study on "What Makes a Good Job?" (Hersey, Blanchard, and Johnson, 1996, p. 59). It was analyzed through Herzberg's motivation hygiene theory, with certain items being changed to reflect the context of CCC faculty. For example, Lindahl's study demonstrated the lack of understanding as to what workers actually wanted from their jobs. Supervisors believed that safety and physical needs were motivating workers, which lead supervisors to act on those misperceptions—by attempting to use wages, security, and extra benefits for motivation.

Lindahl's study has been replicated over the years with similar results found from the perspective of management and workers asking workers and supervisors to rank ten items that the workers may want from their jobs. The items were ranked from 1-10 with 1 as most important to 10 as least important, Supervisors were asked what workers want and workers were asked to do the same (See Table 1). It is evident from the table that what workers wanted and what supervisors perceived was considerably different, with supervisors ranking *good wages, job security, and promotion and growth* as what they perceived workers most wanted. Workers chose *full appreciation for work done, feeling "in" on things, sympathetic understanding of personal problems* as their top three. The results from the previous studies demonstrated a significant gap in perception from management as to what they thought worker's want and what workers actually did want.

Table 1: What Do Workers Want from Their Jobs?

	Supervisors	Workers
Good working conditions	4	9
Feeling "in" on things	10	2
Tactful disciplining	7	10
Full appreciation for work done	8	1
Management loyalty to workers	6	8
Good wages	1	5
Promotion and growth with company	3	7
Sympathetic understanding of personal problems	9	3
Job security	2	4
Interesting work	5	6

Note: 1 = most important; 10 = least important

(Hersey, et. al., 1996, p. 59).

For the current study, the survey items were categorized into two groups that are considered hygiene factors and motivation factors (See Table 2). The hygiene factors are good working conditions, tactful disciplining, management loyalty to workers, good wages, sympathetic understanding of personal problems, and job security. Those factors relate to the work environment. The motivation factors are feeling "in" on things, full appreciation for work done, promotion and growth with the company, and interesting work.

Table 2: Motivation and hygiene factors with CCC adaptations in bold.

<u>One—Hygiene</u>

good working conditions
tactful disciplining—**Clear and constructive feedback**
management loyalty to workers—**Leaders loyal to faculty**
good wages
sympathetic understanding of personal problems
job security

<u>Two—Motivation</u>

feeling "in" on things
full appreciation for work done
promotion and growth with the company—**Promotion and growth with CCC**
interesting work—**Collaboration in decision making**

The researcher changed the language on certain questions—after consulting a panel of experts—to make them more relevant to the CCC population (See Table 3). Four of the items were changed to make the language more appropriate for the CCC audience. Two were hygiene and the other two were motivation factors. The hygiene items were reworded from, "management loyalty to workers" changed to "leaders loyal to faculty" and "tactful disciplining" changed to "clear and constructive feedback". The two motivation factors were reworded from "promotion and growth with company" changed to "promotion and growth with the CCC", and "interesting work" changed to "collaboration in decision making".

Table 3: Revised to Community College Setting: What Do Workers Want from Their Jobs? (Adaptation for CCC in bold)

Lindahl's Study	Revised for CCC setting
Good working conditions	Same
Feeling "in" on things	Same
Tactful disciplining—changes to:	**Clear and constructive feedback**
Full appreciation for work done	Same
Management loyalty to workers—changes to:	**Leaders loyal to faculty**
Good wages	Same
Promotion and growth with company—changes to:	**Promotion and growth with CCC**
Sympathetic understanding of personal problems	Same
Job security	Same
Interesting work—changes to:	**Collaboration in decision making**

The researcher's changes to the items keep it consistent with Herzberg's motivation hygiene theory, while making it relevant for a CCC. The participants will be asked to rank the following items (see Table 4) from one to ten, one being the highest need for faculty, with ten being the least.

Table 4: What Do Workers Want from Their Jobs at CCC? (Adaptation for CCC in bold)

Good working conditions
Feeling "in" on things
Clear and constructive feedback
Full appreciation for work done
Leaders loyal to faculty
Good wages
Promotion and growth with CCC
Sympathetic understanding of personal problems
Job security
Collaboration in decision making
Note: 1 = most important; 10 = least important

Survey participants were asked to identify their age, gender, employment status (leader or faculty [full (tenured or non-tenured) or part-time]) and length of tenure with the organization (see Appendix A). The identity categories were determined as follows. The participants were asked to self-identify their gender. Gender was sorted into female, male, and nonbinary. Age was generational, based on data from the Pew Research Center. Generation Z were those after 1997 and under, Millennials between 1981-1996, Generation X between 1965-1980, Boomers between 1946-1964, and Silent between 1928-45.

In addition to the initial ranked choice survey the participants were asked to answer these two dichotomous (e.g., yes or no) questions:

1. Would you leave the CCC if you could?
2. Would you advise others to work for the CCC?

Finally, participants were asked to rate two questions on a Likert scale from 1-5 (1 as the lowest, five as the highest) please rank the following two items.

	High				**Low**
1. How motivated are you currently at the CCC to do your work?	1	2	3	4	5
2. How satisfied are you in your employment at the CCC?	1	2	3	4	5

The preceding four questions were asked of the participants to compare to the results of the initial ranked choice question on ““What Makes a Good Job?”. The collected survey data was examined for the differences between faculty and leader’s perceptions as to what faculty want from their jobs.

The outcome of the survey guided Phase Two. The researcher expected the responses would be consistent with earlier studies, indicating that management and

workers tend to have different perspectives on what workers' value at work. This survey indicated that management and workers had similar perspectives, that influenced the question in Phase Two.

Phase two: Interviews

Phase Two of the mixed methods sections focused on the experiences of interviewees to ascertain themes emerging from their interviews. The total number of interviews was fourteen faculty and six leaders. The interviews were thirty to sixty minutes, recorded and transcribed. The interviews were held at a convenient time to both the subject and researcher.

The questions the participants were asked were grounded in the survey results indicating faculty and leaders had similar opinions and ideas regarding what faculty desire from their jobs. Faculty and leaders agreed on the top three items job security, good working conditions, and good wages. The questions were as follows:

1. Do you agree with the survey that leaders have similar perspectives to faculty as to what faculty desire from their jobs? Please, explain further.
    a. What does job security mean to you?
    b. What do good working conditions mean to you?
    c. What do good wages mean to you?
2. Despite leaders' apparent understanding of faculty's desire, do you see other issues affecting their relationships? If so, please, explain further.
3. What factors do you see affecting leadership turnover?
4. What are ways that faculty could help with leadership retention?

5. Is there anything I have not asked during the interview that you believe could be useful to the study?

After the interview data was collected and transcribed the researcher coded the data searching for themes. The researcher proceeded through the six steps commonly used in analyzing qualitative data (Creswell, 2012). These steps were not always sequential. Interviews were taped and transcribed. The data was prepared and organized for analysis, with an initial examination of the data. Codes were utilized to reveal descriptions and themes. The themes were represented through narration. The data was reflected on personally to review the impact of the findings. Literature was brought in to inform findings. Finally, strategies were used to validate the veracity of the findings. Those insights were combined with the data collected in Phase One to complete Phase Three.

Phase three: mixed method

Phase Three compared the survey and the interview data. The data from both phases of the study were used to examine both for similarities and differences. The researcher reported the findings and conclusion based on the results of the combined studies. Comparing the survey with the interviews in the mixed methods helped gain a deeper understanding of faculty and leader relations. Finally, possible implications and applications of the research were suggested, as well as possible further avenues of research based on the results.

Protection of Human Subjects

The researcher received permission to conduct research from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San

Francisco and from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) City College of San Francisco. All participants were given a thorough explanation of the purpose of the study and the methods being used. Prior to data collection, the researcher obtained signed letters of consent from all the participants. That was done electronically for the qualitative data. The interviewees were asked to sign hard copy consent forms. Due to the Covid-19 crisis those consent forms were all collected digitally for the safety of the researcher and the participants. The consent forms asked that all participants confirm their voluntary participation in the study and, acknowledge that they may withdraw at any time. The names of all participants were changed to gender neutral names for anonymity. All recordings of interviews were stored electronically on the researcher's computer and were disposed of following the completion of the project.

Delimitations

This study had several delimitations, which could be opportunities for future studies. First, only the relationship between faculty and leaders was examined with respect to faculty governance. Omitting staff, maintenance, and students left out three other significant follower groups. The lack of input from those groups could omit key findings. The reason for this omission was to keep the study focused and manageable. Another delimitation relates to the faculty makeup of the CCC. The CCC has a strong union and a high number of full-time faculty members, compared to other similar institutions with mostly adjunct faculties. The large size of the institution left many faculty voices unheard through the interview process, though all were giving the opportunity to answer the survey.

Identity categories of race/ethnicity and sexuality were not part of the survey, though they could provide further insights. An early field study (Christianson, 2019) of staff and leaders' perceptions at a CCC revealed a fearful staff who made it clear to the researcher that any identifying markers should be omitted from their findings. The staff was fearful of retaliation by leaders. Despite assurances that all information would be kept confidential and not meant for publication, the interviewees were very clear about the toxic environment they worked in. Much of that was attributed to the high leadership turnover and the lack of trust that resulted. Therefore, to keep members of the CCC identities anonymous, all reference to race/ethnicity and sexuality were kept out of the study to further protect the anonymity of participants.

Background and Interests of the Researcher

Currently, the researcher is an adjunct faculty member at the CCC as well as a private university. He graduated from the CCC, after coming back to the college as a non-traditional returning adult student. He served as their department's union precinct representative at the CCC. The researcher has a long history working with labor unions and as a member of management in other fields.

The combination of labor union and management experience helps to give him a pragmatic view of the two roles. The researchers past labor work included being a union organizer; a shop steward; and having created, edited, and wrote a union newsletter. His master's culminating project was a multimethod study done on the Wisconsin Labor Crisis of 2011. Besides their union activity and activism, they have been in supervisory and management roles during many periods of their life. Currently, he serves on the board of directors of a non-profit in an executive leadership role. That combination of

experience helps to give him a balanced view of labor and leadership. Despite being an advocate for labor, he is also conscious of the needs and challenges faced by management. The culmination of the researcher's experience informs their research and perceptions, while allowing them to reach across boundaries to build bridges of communication and collaboration.

CHAPTER FOUR

FINDINGS

Overview

This chapter focuses on the findings from the survey data from Phase One and Interview data from Phase Two. Phase One consisted of an online survey administered to faculty at the CCC to assess what they most desire from their jobs. Leaders were sent the same survey and asked what they believe faculty most desire from their jobs. Phase Two is based on a series of interviews, which included 14 faculty and six leaders. Phase Three integrates the results from Phases One and Two.

Research Questions

The following research questions will guide the inquiry of the study:

1. What are perspectives of faculty and leaders regarding faculty needs?
2. In what ways do differing perspectives between faculty and leaders regarding faculty needs affect the relationships between faculty and leaders? In particular,
    a. How do those perceptions create conflict interpersonally, around resources, and shared governance?
    b. In what ways do these perceptions and conflicts affect faculty support for leaders?
3. In what ways do these conflicts impact leadership turnover?
4. What recommendations do faculty and leaders have to develop better relationships?

Phase One

Participant Demographics

This section examines the results of the surveys sent out to faculty and leaders at the CCC. Faculty and leader responses are analyzed separately and compared. Firstly, the demographic data is reported. Then results of the faculty needs survey are explored, and finally the follow up questions regarding motivation and satisfaction questions are discussed. Faculty responses are first followed by leader responses.

Faculty demographics responses

Survey instruments were sent out to all faculty listed in the CCC faculty directory (approximately 500) with a total of 134 responses. Of those responses 106 were usable surveys. Their responses are as follows with regards to age: 14.15% (15) were 24 to 39, 46.23% (49) were 40 to 55, 36.79% (39) were 56 to 74, and 2.83% (3) were 74 to 92. The institution does not release data on age for comparison. The responses are as follows with regards to gender: 56.60% (60) were female, 42.45% (45) were male, and .94% (1) identified as non-binary. The institution records 55.14% (327) female and 44.86% (266) male employees, with no data for non-binary. The survey responses reflected the gender data from the college.

Leader demographic responses

Survey emails were sent out with a total of 10 leaders. Of those responses 6 completed the survey. Their responses are as follows with regard to age: 83.33% (5) were 40 to 55 and 16.67% (1) were 56 to 74. The institution does not release data on age for comparison. The responses are as follows with regards to gender: 50% (3) were female and 50% (3) were male. The institutional data puts all administrative staff together,

including executive leaders, so it is not possible to get an accurate number of male and female leaders.

Research Questions Findings

The research questions findings are divided into two sections, faculty followed by leaders.

Faculty responses to the faculty needs survey

First, faculty were asked to rank ten items that they want the most from their job from most important (number 1) to least important (number 10) for their current employment at the CCC. The breakdown of the numbers goes into detail in the following table (See Table 5). A forced rank scale was used to calculate the results. The weighted average and distribution are shown for each item in the chart. The ranking places job security, good working conditions, and good wages as the top three faculty needs. Those items are hygiene factors, and the highest ranked motivation factor is collaboration in decision making. Table is further reported as a bar chart in Figure 1 for ease of interpretation according to Herzberg's motivation-hygiene theory.

Table 5: Faculty ranking of faculty needs by percentage.

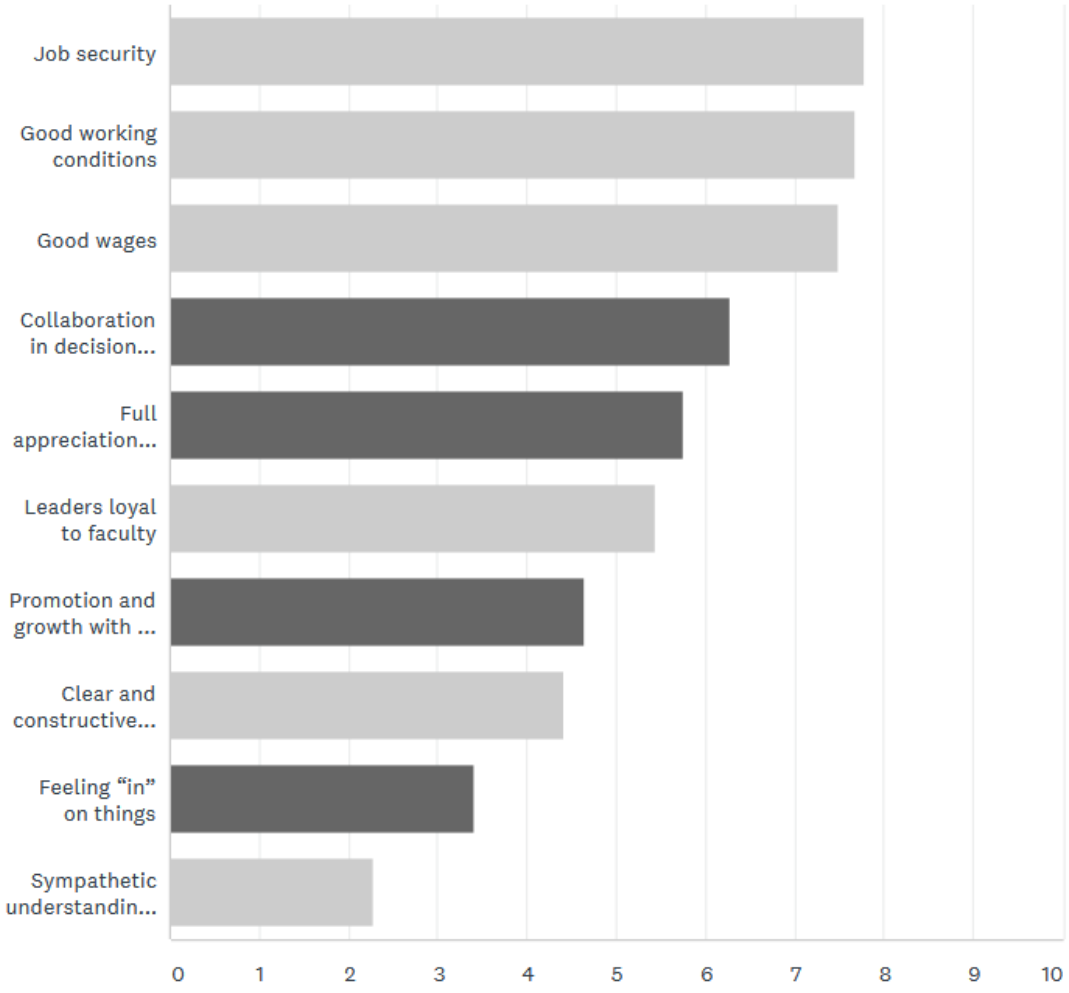
Results

		1	2	3	4	5	6	7	8	9	10
1	Job security	29.81% 31	21.15% 22	10.58% 11	9.62% 10	13.46% 14	3.85% 4	5.77% 6	3.85% 4	1.92% 2	0.00% 0
2	Good working conditions	28.85% 30	9.62% 10	21.15% 22	17.31% 18	7.69% 8	6.73% 7	2.88% 3	0.00% 0	4.81% 5	0.96% 1
3	Good wages	13.59% 14	30.10% 31	19.42% 20	10.68% 11	5.83% 6	6.80% 7	6.80% 7	3.88% 4	0.00% 0	2.91% 3
4	Collaboration in decision making	7.92% 8	11.88% 12	15.84% 16	8.91% 9	13.86% 14	18.81% 19	12.87% 13	5.94% 6	1.98% 2	1.98% 2
5	Full appreciation for work done	9.90% 10	5.94% 6	9.90% 10	8.91% 9	17.82% 18	14.85% 15	11.88% 12	12.87% 13	5.94% 6	1.98% 2
6	Leaders loyal to faculty	5.83% 6	9.71% 10	8.74% 9	18.45% 19	6.80% 7	13.59% 14	5.83% 6	11.65% 12	11.65% 12	7.77% 8
7	Promotion and growth with the community college	1.98% 2	7.92% 8	7.92% 8	9.90% 10	11.88% 12	8.91% 9	12.87% 13	8.91% 9	17.82% 18	11.88% 12
8	Clear and constructive feedback	2.00% 2	3.00% 3	4.00% 4	10.00% 10	10.00% 10	14.00% 14	15.00% 15	23.00% 23	15.00% 15	4.00% 4
9	Feeling "in" on things	0.00% 0	2.04% 2	3.06% 3	4.08% 4	11.22% 11	7.14% 7	13.27% 13	15.31% 15	22.45% 22	21.43% 21
10	Sympathetic understanding of personal problems	0.98% 1	0.00% 0	0.98% 1	1.96% 2	1.96% 2	3.92% 4	9.80% 10	13.73% 14	19.61% 20	47.06% 48

The ranking on the chart (See Figure 2) reflects reverse scoring that puts the highest ranked numbers closer to ten and the lowest ranked closer to one. The hygiene items in Figure 2 are designated with light grey bars (good working conditions, clear and constructive feedback, leader's loyalty to faculty, good wages, sympathetic understanding of personal problems, and job security), and dark grey for motivation factors (feeling "in" on things, full appreciation for a work done, promotion and growth within the CCC, and collaboration in decision making).

Figure 2 reveals that faculty's top desires are job security, good working conditions, and good wages, all hygiene factors reflecting that the basic needs of faculty are not being met and pushes motivation (satisfaction) factors lower. The fourth highest desire is collaboration in decision making, a motivation factor, and demonstrating faculty's desire to be part of the decision process.

Figure 2: Faculty's Ranking Needs (portrayed as bar graph).



(Note: Light grey bars identify hygiene factors. Dark grey bars identify motivation factors).

Leader responses to faculty needs

Leaders were asked to rank ten items that they believed faculty most wanted from their jobs from most important (number 1) to least important (number 10). The details of percentage breakdown by ranking are listed in Table 6. A forced rank scale was used to calculate the results, the weighted average and distribution are shown for each item in the chart. The ranking places good wages, job security, and good working conditions as the top three items. Those are considered hygiene factor. Both groups had the same top three items in different orders. The highest ranked motivation factor is full appreciation for work done. The table is further represented as a bar chart in Figure 3.

The ranking in Figure 3 reflects reverse scoring that places the highest ranked numbers closer to ten and the lowest ranked closer to one. The items in Figure 3 are separated with light grey bars representing hygiene factors (good working conditions, clear and constructive feedback, leader's loyalty to faculty, good wages, sympathetic understanding of personal problems, and job security) and dark grey bars representing motivation factors (feeling "in" on things, full appreciation for a work done, promotion and growth within the CCC, and collaboration in decision making).

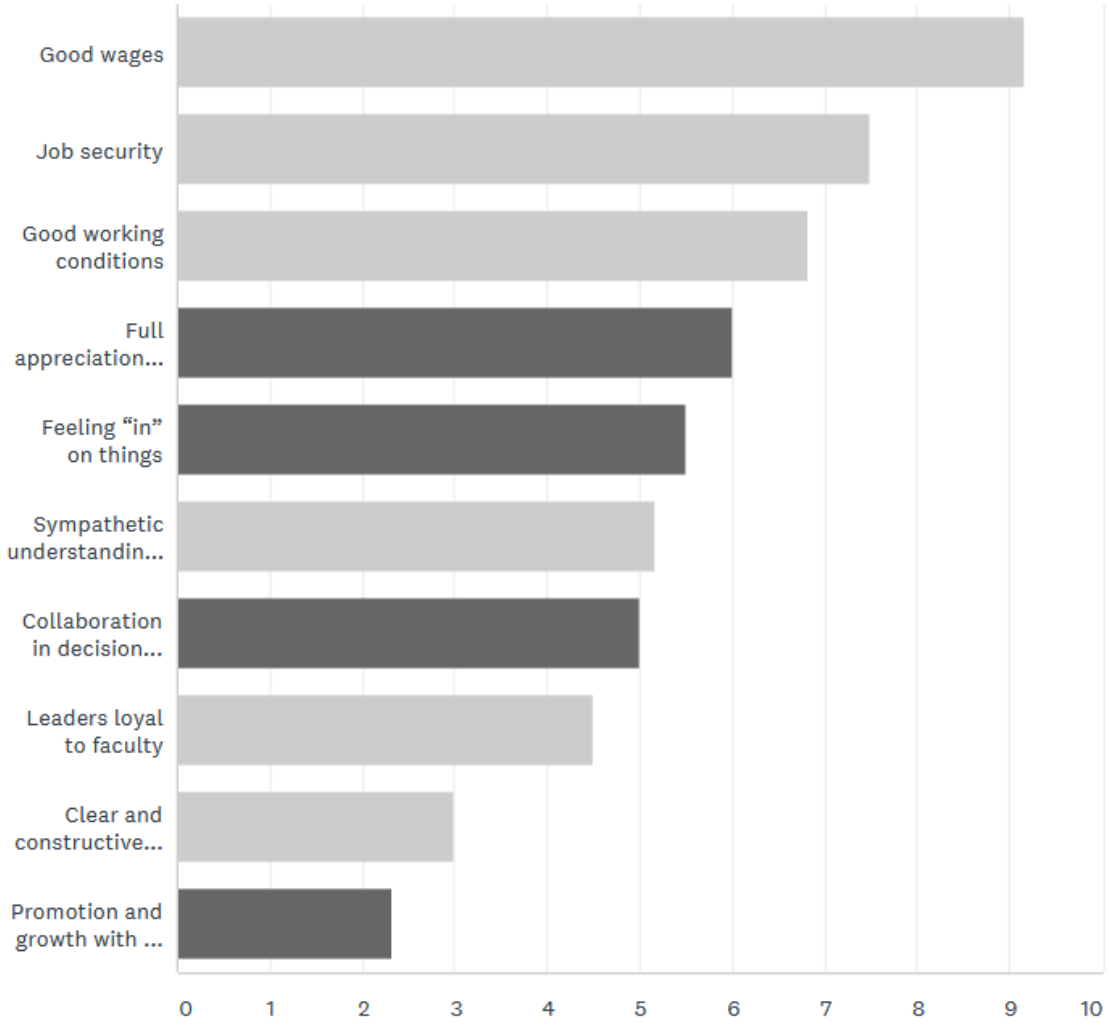
Table 6: Leaders ranking of faculty needs by percentage.

Results

		1	2	3	4	5	6	7	8	9	10
1	Good wages	16.67% 1	83.33% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
2	Job security	50.00% 3	0.00% 0	16.67% 1	0.00% 0	0.00% 0	0.00% 0	16.67% 1	16.67% 1	0.00% 0	0.00% 0
3	Good working conditions	16.67% 1	0.00% 0	33.33% 2	16.67% 1	16.67% 1	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0
4	Full appreciation for work done	0.00% 0	16.67% 1	33.33% 2	0.00% 0	0.00% 0	0.00% 0	33.33% 2	16.67% 1	0.00% 0	0.00% 0
5	Feeling "in" on things	16.67% 1	0.00% 0	0.00% 0	0.00% 0	33.33% 2	16.67% 1	16.67% 1	0.00% 0	16.67% 1	0.00% 0
6	Sympathetic understanding of personal problems	0.00% 0	0.00% 0	16.67% 1	0.00% 0	16.67% 1	50.00% 3	0.00% 0	0.00% 0	16.67% 1	0.00% 0
7	Collaboration in decision making	0.00% 0	0.00% 0	0.00% 0	33.33% 2	16.67% 1	16.67% 1	16.67% 1	0.00% 0	0.00% 0	16.67% 1
8	Leaders loyal to faculty	0.00% 0	0.00% 0	0.00% 0	33.33% 2	16.67% 1	0.00% 0	0.00% 0	33.33% 2	0.00% 0	16.67% 1
9	Clear and constructive feedback	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0	0.00% 0	16.67% 1	16.67% 1	16.67% 1	33.33% 2
10	Promotion and growth with the community college	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0	16.67% 1	33.33% 2	33.33% 2

Figure 3 reveals that leaders perceive faculty's top desires as good wages, job security, and good working conditions, all hygiene factors. Collaboration in decision making descended to number 7, compared to ranking 4th by faculty, their highest motivation factor. It appears that despite leaders apparent understanding of faculty's needs (i.e. leaders and faculty both agree on the top three faculty needs), leaders are not aware of faculty's desire to be part of the decision-making process. However, leaders did indicate faculty's desire for "full appreciation" and feeling "in on things", ranked fourth and fifth, respectively.

Figure 3: Leaders Ranking of Faculty Needs (portrayed as bar graph).



(Note: Light grey bars identify hygiene factors. Dark grey bars identify motivation factors).

Faculty responses to satisfaction, motivation, and retention

After the ranked choice question and demographic questions, the following questions were asked of faculty:

How motivated are you to do your work at the CCC? (See Table7)

How satisfied are you in your employment at the CCC? (See Table 8)

Table 7: Faculty responses to: How motivated are you currently at the CCC to do your work?

ANSWER CHOICES	RESPONSES	
extremely motivated	28.30%	30
motivated	46.23%	49
neutral	16.04%	17
unmotivated	7.55%	8
extremely unmotivated	1.89%	2
TOTAL		106

Table 8: Faculty responses to: How satisfied are you in your employment at CCC?

ANSWER CHOICES	RESPONSES	
extremely satisfied	5.66%	6
satisfied	43.40%	46
neutral	22.64%	24
unsatisfied	24.53%	26
extremely unsatisfied	3.77%	4
TOTAL		106

Faculty was extremely motivated 28.30% and motivated 46.23%. Implying that faculty is 74.53% motivated or highly motivated. That appears to be counter to the ranked choice survey which showed faculty desired hygiene factors (job security, good working conditions, and good wages). The motivation factors (feeling "in" on things, full appreciation for a work done, promotion and growth within the CCC, and collaboration in decision making) were lower in the faculty ranking. That would imply that faculty is motivated in their employment by factors other than those that were listed in the ranking.

The final two questions on the survey asked about their desire to leave CCC and if they would advise others to work at CCC:

Would you leave the CCC if you could? (See Table 9)

Would you advise others to work at the CCC? (See Table 10)

Table 9: Faculty responses to: Would you leave the CCC if you could?

ANSWER CHOICES	RESPONSES	
Yes	43.27%	45
No	56.73%	59
TOTAL		104

Table 10: Faculty responses to: Would you advise others to work at the CCC?

ANSWER CHOICES	RESPONSES	
Yes	51.43%	54
No	48.57%	51
TOTAL		105

The responses to "Would you leave?" and "Would you advise others to work at the CCC?" were mixed with 56.73% of respondents stating they would not leave if they could and 51.43% of respondents saying they would advise others to work there. This might suggest that, despite the hygiene factors being faculty's top desires (implying that they are not being met) other factors might be motivating faculty to want to stay at their jobs and even advise others to work there.

The faculty needs survey when compared with the motivation, satisfaction, and retention questions produced unexpected results. The results of the faculty needs survey differed from the earlier studies using Lindahl's methodology. The earlier studies found that motivation and hygiene factors were directly related to satisfaction and dissatisfaction in the workplace. The results of this survey did not support earlier findings. Faculty were motived (46.23%) and highly motivated (28.30%) at their jobs. Also, they were satisfied (43.40%) by their employment with only (5.66%) highly satisfied. Despite the basic needs of job security, good working conditions, and good

wages being high on their list, most of the faculty was very satisfied to do their jobs, though much less motivated even though what they most desired were hygiene factors. It appears there are other factors motivating faculty.

Leaders responses to satisfaction, motivation, and retention questions

After the ranked choice question and demographic questions, the following questions were asked of the leaders:

How motivated are you to do your work at the CCC? (See Table 11)

How satisfied are you in your employment at the CCC? (See Table 12)

Table 11: Leaders responses to: How motivated are you currently at the CCC to do your work?

ANSWER CHOICES	RESPONSES	
extremely motivated	16.67%	1
motivated	50.00%	3
neutral	33.33%	2
unmotivated	0.00%	0
extremely unmotivated	0.00%	0
TOTAL		6

Table 12: Leaders responses to: How satisfied are you in your employment at CCC?

ANSWER CHOICES	RESPONSES	
extremely satisfied	16.67%	1
satisfied	50.00%	3
neutral	33.33%	2
unsatisfied	0.00%	0
extremely unsatisfied	0.00%	0
TOTAL		6

Two-thirds of the leaders expressed that they were either extremely motivated (16.67%) or motivated (50%). That implies that faculty is 66.67% motivated or highly

motivated. Their response is similar to faculty (74.53% motivated or highly motivated). It appears that leaders and faculty are similarly motivated in their employment.

The final two questions on the survey asked leaders about their desire to leave CCC and if they would advise others to work at CCC:

Would you leave the CCC if you could? (See Table 13)

Would you advise others to work at the CCC? (See Table 14)

Table 13: Leaders responses to: Would you leave CCC if you could?

ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	50.00%	3
TOTAL		6

Table 14: Leaders responses to: Would you advise others to work at CCC if you could?

ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	33.33%	2
TOTAL		6

The leader's responses were similar to faculty regarding their attitudes towards their jobs. Leaders were motived (50%) and highly motivated (16.67%) at their jobs compared with faculty who were motived (46.23%) and highly motivated (28.30%). They were satisfied (50%) by their employment with only (16.67%) highly satisfied. were satisfied (43.40%) by their employment with only (5.66%) highly satisfied. This could reflect similar experiences and challenges between the two groups, which is further explored in Phase Two.

Interpretation of Faculty Needs

The data demonstrated that the top three items of importance to faculty are: job security, good working conditions, and good wages. All three of the top desires were hygiene factors. The fourth item of importance was collaboration in decision making, a motivation factor.

Faculty did appear to be motivated or highly motivated at their jobs, despite their top three hygiene factors not being met. That would imply that faculty is motivated in their employment by factors other than those that were listed in the ranking.

In contrast, the data demonstrated that leaders perceived the same three in different order for faculty's top desires to be good wages, job security, and good working conditions. Collaboration in decision making dropped to number six on the leader survey.

In summary, there was no difference in the top needs identified by faculty and leaders. Each had the same items ranked in the top three, though in different order, see Table 15. It appears that leaders do understand faculty's highest needs. Despite that agreement other factors might be affecting their relationships.

Table 15: Comparison of Faculty and Leader's Perception of Faculty Needs

	Faculty	Leaders
Job security	1	2
Good working conditions	2	3
Good wages	3	1
Collaboration in Decision Making	4	7
Full appreciation for work done	5	4
Leaders loyal to faculty	6	8
Promotion and growth with CCC	7	10
Clear and constructive feedback	8	9
Feeling "in" on things	9	5
Sympathetic understanding of personal problems	10	6

Phase Two

This section focusses on the findings from the interviews from Phase Two. The survey results from Phase One helped to inform the interview questions in Phase Two. Phase Three integrates the results from Phases One and Two.

Overview of participants interviews

Interview participants were a diverse representation of faculty. All identifiers of age and employment status were removed from interview data. The makeup of the 14 faculty participants consisted of eight females and six males. With respect to the age of the participants; two were between the ages of 24-39, seven between 40-55, and five between 56-74; with respect to employment status one recently laid off employee was interviewed, four part-time, two full time non-tenured, and seven full time tenured faculty. Some of the participants identified as LGBTQ+ and people of color, but no identifiers were left in the interviews to protect anonymity.

The leader participants consisted of four males and two females. Information on the ages, race, and sexual orientation were not requested to protect anonymity of a much smaller and more easily identifiable group, although significant diversity was present.

All the participants were renamed to protect their identities. Gender neutral names were used for all the participants. Faculty interviewees were given the following names: Jayden, Avery, Ashton, Cassidy, Lennon, Parker, Sloan, Kai, Quinn, Jan, Kerry, Storm, Kennedy, and Rowan. Leaders were given names that reflected geographical locations: Brooklyn, Dakota, Houston, London, Montana, and Paris. In the following section faculty voices will be presented first, followed by leaders.

Research Question One

Research Question One: What are perspectives of faculty and leaders regarding faculty needs? Research Question One addressed the findings of the survey showing that leaders did seem to understand what faculty most desired from their job. Interview respondents were asked to clarify what job security, good working conditions, and good wages meant to them. Several themes emerged from this section. Faculty and leaders agreed on what was desired, but not always on the means of achieving those outcomes. Both faculty and leaders were experiencing job insecurity. There were similarities and differences in their perception of good working conditions, and general agreement on good wages, as both parties recognized the challenges of maintaining a moderate standard of living in one of the most expensive regions of the country.

Theme 1: Faculty and leader agreement on needs but not methods

Despite the appearance of agreement from the survey regarding faculty's top desires, the interviews revealed that faculty and leaders had different perspectives as to how they should be met. This is an element that could lead to suspicion and conflict between the two parties.

Faculty and leaders: Understanding and lack of understanding. Faculty and leaders had different perspectives when asked about the survey's findings. The survey results showed that faculty and leaders identified the same top three desires: job security, good working conditions, and good wages. Some faculty and leaders agreed with the results, though some saw them differently. Faculty responses ranged from viewing stability differently, not blaming leaders but putting the focus on outside forces, thinking those items should not be so high due to having a union, and believing that leaders cannot

understand what faculty desire due to lack of communication. Leaders responses focused on the positionality of the respondent, while some not agree with the survey due to faculty's true desire to serve student's needs. These different interpretations of the faculty needs demonstrated a lack of understanding between the two groups.

Avery mentioned that despite leader's agreement with faculty they may not have the same definition as to what job security, good working conditions, and good wages mean: "I think leaders realized what faculty want. However, maybe the way an administrator views stability, it could be a little bit different than the way that we're defining it at faculty members".

Quinn agreed with Avery that leaders understood what faculty wanted based on the survey results. Quinn did not blame leaders for not providing but put more focus on external causes and lack of faculty's ability to impact decisions and outcomes that affect them. Poor management and trying to simply keep a damaged organization running were identified as contributing to the problem:

> Apparently, leaders understand what faculty want, so we've got that going for us, but it doesn't mean it's being provided. I don't necessarily even mean that in a snarky way. If the state slashes our budget, that's not our administration's fault. I do wish we had more advocacy up in Sacramento like we used to, but we've been so poorly managed, at the top for so many years, that there's just a lot of damage done. It's going to take a tremendous amount of work to try and right the boat again, and then plug the holes and bail out the water and trying to get us back up to where we used to be, or at least some semblance of that.

Quinn described the organization as a boat filling with water and people trying to keep it from sinking. This describes a severely damaged organization, that has been poorly managed. Much of the poor direction for management coming from the policy makers at the statewide level. Despite having representation from a union, faculty still experienced not being properly represented.

There was a sense that faculty's needs should already be taken care due to having a union whose job is to negotiate working conditions, wages, and job security with management. Storm disagreed with the outcome of the survey because that should already be taken care of due to having a union. They seemed surprised because in their opinion job security, good working conditions, and good wages should have already been taken care of:

> I am surprised by the findings a little bit, not because I don't think that those things are important. But we have a union. We have a whole arm of organizing dedicated to protecting and managing those things on our behalf. I think it's not enough to say, okay, the faculty want good wages, working conditions and, job security.

Despite having a union to advocate and organize around these issues they were not being taken care. The basic needs of the employees were not being met through the expected channels.

Leaders appeared to be putting the desires of the college ahead of the needs of the faculty. Jayden exclaimed that due to the lack of communication between faculty and leaders, there is no way that leaders could understand what faculty desire:

> There's a definite disconnect between what the leadership of the college wants versus what the faculty needs. And one of the biggest things is failure to communicate. If you're not talking to each other. Well, you can't get an understanding of what either side needs.

Due to a lack of communication, leaders appear to focus on the college's desires. This perspective is caused by not communicating with faculty. By not communicating with faculty, leaders do not know what faculty need.

That lack of communication could help to explain the perspective of the leaders towards faculty. Despite faculty and leader's apparent agreement in the survey, perspective and positionality were brought up by leadership. Leaders perspective was

more focused on positionality. Montana seemed to think a person's view of things was more influenced by where they stood within the organization:

> I think one of the things that is difficult is that people's view of what's happening within an organization is very much defined by where they are in the organization. things don't seem to make sense from where you sit.

This statement helps support the idea that leaders may not fully understand what faculty desire or need. If communication has broken down, there is no sharing of perspectives. Without that sharing it is impossible to understand what another person wants or needs.

This lack of communication between the groups could help explain why faculty's desires remain unmet. If the faculty and leaders are not communicating leaders may even believe that faculty's desires are already being met. For example, Brooklyn did not agree with the survey's outcome that suggested leaders understood faculty's desire for job security, good wages, and good working conditions. Those were seen as basic needs and not faculty's true desire which is to serve the higher purpose of student success. Brooklyn elaborated on that:

> I don't think it is entirely true, because I think there is a group of faculty that perhaps might say that job security, good wages and good working conditions, are most important, but I think, from what I have seen in successful institutions, these things are given. People don't think about job security, good wages, or good working conditions. Because these things exist already in successful institutions. They know that is a given for them. They want their students to be successful. I've seen that as the number one thing. How can I get my students to succeed? How can I get my students to graduate? How can I get my students to perform better?

While faculty may agree with Brooklyn that their true desire is to serve the higher purpose of helping their students succeed, it is very difficult to do without basic needs being met. This suggests that despite leaders appearing to understand what faculty need based on the survey, they may believe those needs are already being met.

Faculty do not appear to see their needs being met. Their responses ranged from viewing stability differently, not blaming leaders but putting the focus on outside forces, thinking those items should not be so high due to having a union, and believing that leaders cannot understand what faculty desire due to lack of communication. Leaders responses focused on the positionality of the respondent, claiming that faculty could not see the bigger picture that leaders saw. Leaders expressed surprise at the survey findings regarding faculty's desire for basic needs, when they saw faculty's true desire was to serve student's needs. This demonstrated a lack of understanding between the two groups.

Despite there being an apparent understanding that job security, good working conditions, and good wages were important to faculty, there appeared to be disagreement as to the way they were being addressed. Some faculty and leaders agreed with the results, though some saw them differently.

Faculty's hierarchy of needs. An area of agreement amongst leaders and faculty connected Maslow's hierarchy of needs to faculty's desire for job security, good working conditions, and good wages. Those were considered to be the most basic needs presented in the survey. Maslow hierarchy of needs theory has a range of needs which have physiological needs at the bottom and self-actualization at the top (Abraham Maslow, 2020). Several of the participations pointed out that the top three needs faculty desired were at the bottom of Maslow's hierarchy and considered the most basic for human survival.

Maslow's hierarchy of needs was mentioned by several faculty members. Faculty identified the current pandemic as another possible reason to have job security as a

primary desire. Job security was identified as being at the bottom of Maslow's hierarchy. Cassidy pointed out:

> Of course, now we're in the COVID-19 era as well. So that's going to cause more paranoia about job security. Right? So that is going to be number one on everybody's mind. It's like the bottom of Maslow. You want job security so you can get money so you can afford shelter and food, right?

Quinn agreed Cassidy regarding Maslow and faculty's desire to have the basic needs met, though did not associate it with the COVID-19 pandemic, but in a more general way: "I think it is really very much, very Maslow, in a way, you know that the people are so focused on their basic needs that they're not going to be on the bottom of the pyramid". The focus on the bottom of Maslow's hierarchy represents people in basic survival mode to get their needs met. It helps to support job security, good working conditions, and wages being the top three faculty desires.

Leadership appeared to agree with faculty that the bottom rung of Maslow's hierarchy was at the forefront of faculty desires. London responded to the question about job security by identifying its connection to Maslow: "Isn't that interesting that I immediately went to the physical aspect of it? Um, which tells you that that's the lowest level of Maslow's of needs, which is just like, food and shelter". Montana appeared to agree with London:

> I'm not surprised to hear that job stability, good wages and working conditions are sort of the Maslow's hierarchy of needs and what you want in a job, it seems to me that those would be sort of base level things that people are, anybody's looking, for.

Faculty and leaders appear to agree on the desire faculty identified of having their basic needs met. Clearly, physiological needs, which are at the bottom Maslow's hierarchy of needs are not being met. It became apparent that faculty did not feel secure

in their employment. Loss of employment could lead to a loss of basic necessities such as food, clothing, and shelter. That helps support the survey data that found a similarity in leader and faculty perspectives.

Theme 2: Job security and insecurity

Job insecurity was a theme which impacted employees at all levels from faculty to leaders. Full time tenured faculty felt most secure in their jobs, and acknowledge the privilege of those positions, though even they were in positions with shrinking budgets and departments where they were questioning the stability of their employment. Part-time faculty by definition were not full-time employees with tenure and thus were used to living with job insecurity.

Several of the faculty members reflected on the benefits and privilege of tenure track jobs, but in this extended period of ongoing crises even tenure does is not perceived as protection from the cuts. As whole departments are being downsized and at risk of severe cuts the stability of the tenured faculty is waning. Kai reflected the privilege of tenure: “I've got a lot of job security. I enjoyed it, and I used it, and I did feel the privilege of it”. Kerry echoed Kai’s feelings: “I always felt secure, like I could say things. I always felt like I was doing more work than I needed to do”. Faculty did reflect on tenure as a position of privilege. There was a sense of responsibility, to give more time and energy to the college, that came with tenured positions. There was a sense that their level of job security required them to give back more to the institution.

Several faculty commented on the fears associated with a college constant turmoil and how tenuous faculty jobs can be. This leads to holding off on long-term planning for fear of being unemployed. Quinn stated:

> I'm not surprised that people are feeling like I just want to keep my job, I want to be able to do my job, and I want to be able to feed my family. I've been wondering for years if they are going to shut down my program. I keep putting off other things in my life as I'm in fear of losing my job.

Rowan also expressed concerns of downsizing:

> I think for me at this point it is not finding that my subject is being unduly underfunded. Not being rationalized as a subject that's not necessary in terms of job development, and so getting reduced, reduced, and reduced to the point that I would no longer be able to teach.

The constant threat of downsizing and losing programs creates tensions and fear of job loss front and center for faculty from tenured to part-timers. These fears are quite warranted. In fall, 2019 an entire department was eliminated before the start of the spring 2020 semester.

Part-time faculty experienced even more uncertainty than tenured or tenured track faculty. Part-time adjunct faculty are in a constant state of job insecurity. Cassidy discussed the transitory, temporary situation part-timers find themselves in: "Part-timers contract ends at the end of the semester. You basically get fired and rehired every semester. There's no contract that goes beyond one semester". Jayden agreed with Cassidy: "Part-timers don't have to have security, simply put, it's a roll of the dice whether you're going to get to keep a class or not". This further adds to the trauma part-time faculty member can experience.

Kerry acknowledged the stress of scheduling in environment with such difficult budgets where the loss of a single class can mean the loss of all benefits for a part-time faculty member: "It's difficult to have a job where people are depending on you in some way or another, when it seems like you can make a little mistake that can have dramatic consequences on whether people have medical insurance". Part-time faculty who

maintain three classes a semester can keep their benefits. If one of those classes is under enrolled, even a few weeks into the semester, that class can be cut. That leaves a part-time employee with less income and no health insurance for the semester. This is a situation many part-time faculty fear every semester, on top of all the other challenges.

Despite the constant fear of cutbacks, layoffs, and simply losing one's job, some faculty had more pragmatic views on job security. Parker was more sober and understanding of leader's challenges:

> I put job security a little bit lower because this idea that all faculty should always have job security is not really realistic. Don't think because I say that. I'm sympathetic to the administrator point of view of like we have to cut somewhere. We have to deal with reality.

Kennedy also expressed pragmatism, while acknowledging outside forces that could impact their job beyond their performance:

> I perhaps mistakenly feel we have a lot of job security because we have a very strong union. To me, job security links to your evaluations and you performing. Do the things that you're required to do to fulfill the job and you show up and teach your class. And in those circumstances, you pretty much have the security that you will get rehired the next semester. And if there isn't a position for you the next semester, it's almost always, in my experience related to the program being reduced and budget cuts, so the feeling is that we have a lot of job security, except that we're at the whim of the way public education is funded in California.

There is a belief that if a person shows up and does a good job while getting good reviews, they should continue having a job. In the college this is not necessarily the case. This gives an overall sense of the powerlessness faculty could experience regarding job security, as they watch for funding changes at the state level.

Faculty are experiencing a tremendous amount of job insecurity. Regardless of person's employment status, no jobs are secure. Faculty's views on job security depended somewhat on their position within the college, but even those with the most explicit job

protections, tenured faculty, were concerned for their jobs with the constant budget cuts, class cuts, layoffs, and downsizings.

Leaders appeared to have a good understanding as to what job security meant for faculty. Some leaders also reflected on the precariousness of their own positions. Paris mused on the different situation's tenure track and part-time faculty experience at the college.:

> Not to ever have to worry about looking for another job and to have employment for life. Essentially, that's the biggest draw, for being a tenured faculty, is just to have job security for life. Though, part time faculty are in a very different situation.

There was a sense by leaders that tenure track positions were one of the strongest desires of faculty.

London saw job insecurity as a shared problem between faculty and leaders:

> I don't know what they're going to do here. I think that we'll see class cuts, we'll see section cuts again for 2021 and 22. and then we'll probably end up with classified layoffs. I mean, he's already started laying off administrators. I mean, it's a labor city, right? But administrators have no representation.

Administrators at the college not only do not have union representation, but most are also at-will employees, meaning they can be fired at any time for no specific reason. In that sense, they have even less job security than faculty members, even part-timers. Dakota reflected that a person should have the belief they can return to work, even when mistakes are made, and still have a job. That is not the case for leadership positions. This gives them less job security than adjunct faculty who have the union contract providing them protection:

> Job Security for me as a leader, that means that I can go to bed at night and know that tomorrow I will still have a job, the work that I do matters. And because that matters, I will continue to be employed, some reasonable insurance that I can return to work. And again, I'm using reasonable in a very general way. I think it

> just basically means for me that I can do my work and make some mistakes and know that the mistakes won't put me out of a job.

Clearly, job insecurity is a concern at the college for faculty and leaders. Even individuals who are tenured are insecure regarding their employment with all the challenges facing the institution and the budget cuts, class cuts, layoffs, and downsizings. The jobs which appear to be the most at risk are those of the leaders, as they are at-will employees.

Theme 3: Good working conditions

Good working conditions were viewed by faculty as the physical spaces one inhabits, the relational spaces, and the ability to get one's job done. The physical spaces were seen as lacking in resources and in some cases unsafe working conditions. Also, participants identified relational spaces as the way people engage with one another, with conflict and distrust being cited as challenges. The ability to be successful at one's job was challenging to do lack of resources and the poorly maintained college.

Physical spaces and lack of resources. The physical spaces were seen lacking in quality and safety. The lack of resources to successfully accomplish a person's job was also put into question. Parker reflected on the physical state of the buildings, their functionality and comfort:

> For example, the physical buildings, maintenance issues, and all that, which is definitely a big problem. And there have been a lot of complaints about that. But I also think for the most part we're not looking for the most beautiful buildings in perfect shape. I understand the college budget is tight. I think that's not really what we're there for, but it just needs to work and be comfortable enough, like have an air conditioning system that works if it's needed or windows that can open, and/or have the projector working and, you know, considering, like, pretty basic stuff.

Rowan echoed Parker's concerns: "Sounds ridiculous, but for me, good working conditions actually mean safe and up to date facilities". Kai also focused on the physical space: "It's basic logistics, like having a nice office having, technology, a computer and the computer support, having copy machines that work and that are convenient". Faculty expressed concern that the basic tools and conditions they need to their jobs, safe and functional spaces, with adequate resources were not being provided.

Lack of support. Storm not only focused on the physical space, but added the need for support from people:

> That's both the objects and physical resources I might need, but also the human resources and support from people to successfully accomplish my job. For example, like in order to be able to teach a class I need to have a safe space, like a safe, physical space that has the relevant technologies that I would need in order to facilitate learning and student needs.

Kennedy even added the inadequate staffing of the buildings as a problem with working conditions: "Good working conditions means having clean and safe buildings with adequate staff support. This is something we haven't had for years". Not only are the buildings unsafe, faculty experience a lack of fundamental resources, but the staff support faculty need to be successful in the job is limited.

Lack of accountability. Jayden pointed out the lack of accountability and resources. There are no systems in place to inventory what the college does have. Even keeping the resources faculty have is difficult due to the lack of accountability:

> There was no mechanism for even having a basic inventory of what we had as far as computers and desks or anything. So basically, people will walk away with things, and it was really not that uncommon. I've heard the same stories about all sorts of supplies. It just disappears, and it's almost accepted that that's just part of the way things work. If it's not nailed down, it will disappear.

Not only are basic resources lacking, but there is not system set up for accountability. Even the resources that faculty have access to are not stable and appear to disappear.

Health and safety. Basic health and safety are other concerns for faculty at the college. Jayden further identified health risks and neglect: “I even caught a staph infection from all the junk that was in there. It took almost six months to clean up. And my administrator asked me not to put in a workman's comp claim”. This demonstrates a hazardous and unsafe working environment. Despite leader’s awareness, the response appears to be neglect. Quinn also cited health and safety concerns, though made peace with the decaying building they worked in:

> Health and safety. The building I work in is, I don't want to say dilapidated, but it would be nice to work in a more pleasant or enjoyable environment. But I've been there many years now, you just get used to it, and it kind of what it is. So, I mean, if wishing made it so, to be in a pretty new building with lots of natural light would be a good working condition.

The damaged, decaying, and neglected state of the facilities was echoed by many of the participants. Degraded facilities had become normalized at the college. Faculty seemed somewhat resigned to having unsafe and run-down facilities.

Dysfunctional systems. Faculty saw other problems as part of their working conditions. The lack of functioning administrative systems was pointed out. The institution was seen as failing the students. Kerry pointed out the need for functioning systems:

> There are times where I look at the systems at our college like student registration, for example, or the fact that different resource centers are at risk of being defunded. And there are times where you don't feel as much pride in the college and the place that you're working. Like you recognize these moments where we're failing a little bit as an institution. I mean, I think you get comfortable with institutions failing people in some ways.

Failing systems seem to be normalized overtime.

Poor communication environments. Poor communication climates were another theme that emerged under working conditions. The lack of and poor communication were viewed as challenging working conditions creating a negative organizational climate. Jan identified the organizations climate of the college as a working condition: “First thing that comes to mind is one of just the atmosphere. I don't know if that counts as a working condition”. Kerry’s concern relates to communication:

> I think about communication climates, and I think about the emotional atmosphere and experience that people have working at and for an institution. Also, on the impact poor communication can have on the students.

Kerry connected the working conditions to students and the lack of support creating problems for faculty and students:

> The emotional experience of being at the college both as a student and particularly as an employee, wind up being related, so that if students are experiencing an incredible amount of anxiety and uncertainty, that pours over into how we think about our working conditions.

The poor communication climate seemed to have a cyclical effect on teachers and students, as their relationships and experiences are deeply intertwined. The lack of support and the poor emotional atmosphere create a toxic communication climate that impacts working conditions for faculty and learning conditions for students.

Quinn also focused on communication. Poor communication added to job insecurity: “I think really more fundamentally for me, good working conditions are good communication directly back and forth with the administration to not kind of live in constant fear of losing the job”. Poor communication was linked the job insecurity. The lack of communication with leaders was cited as another problem adding to faculty’s fear of losing their jobs.

The need for professional training. Professional development was cited as being part of good working conditions. Having professional training allowed faculty to stay up to date and be more proficient in their jobs. Storm wants the training and tools to stay proficient:

> I think things like having adequate access to professional development so I can maintain proficiency in my craft and continue to serve the students in the best way possible. Those kinds of things, like what are the support systems that are available in order to complete my job and there's a minimum threshold that needs to be met, and then there's a desired threshold. The minimum threshold I think of as being like what I need to be able to do to not lose my job. and be moderately successful at achieving my objectives.

Good working relationships with leaders. The relationships with leaders were also cited as working condition concerns. Ashton reflected: “Working conditions include collaboration, sympathetic appreciation, feedback. Those are part of my working conditions, as well as the relationships with the people that have some control over my work”. Kennedy further suggests that collaboration on the part of faculty and leaders could make for a more positive working environment: “A collaborative nature among the faculty and with the administration”. This demonstrates a desire by faculty to have more open and collegial relationships with their leaders as part of their definition of good working conditions.

Working conditions have been identified by faculty as physical spaces, lack of support, lack of accountability, health and safety, dysfunctional systems, poor communication climates, the need for professional training, and good working relationships with leaders. Faculty make it clear why good working conditions made the top of the survey. The basic tools from copiers and safe buildings to work in are not available, people feel physically and emotionally unsafe, the inability to effectively serve

students and the breakdown of communication create a work environment clearly in need of improvements. Even relationship with leaders was cited as a working condition concern for faculty.

Leaders focused on many of the same issues faculty did, such as having clean safe workspaces, functional tools, supportive and emotionally safe spaces, and the ability to get things done. London acknowledged many of faculty's concerns about the working conditions:

> I think the college over the years has had some of the worst working conditions. Is the copy machine working? Are the bathroom's clean? Can they print something? Is their toilet paper? Is there a door on the bathroom? Is trash picked up? Can you get a cup of coffee? There were years where you couldn't get any food here.

This reflects empathy for faculty's concern's faculty to work in safe and healthy buildings.

For some, physical safety and emotional safety were intertwined. Dakota focused on the need for a safe physical space and focused on how internal politics can make an environment feel less safe:

> Clearly for me safety and health are number one. If people feel safe in their space, they are more likely to want to be there to be present to do their work. Safety and health are the most important traits of a good working condition. Just to go deeper than what is safety. I guess you could say there are two forms of safety. There's a perception that I'm feeling safe and there's actually being safe. So, do I have a workstation where I can do my work and not have distractions, not feel that I will be able to walk in in my workspace and then have the walls cave in on me or the roof? There's that physical sort of safety. And then I think there's also this perception that's not physical, but it could be a threat to the sense of safety. So that could be people who feel that others are out to get them that they're being targeted. that they can't really trust you. So, there's a lot of suspicion that people hold to use that kind of term broadly, safety, health. But that plays into how we feel in our environment. But, you know, psychologically, emotionally how we feel about the spaces.

Paris focused on feeling safe, echoing Dakota's concerns: "Being free from discrimination, freedom from being assaulted at work. Not having to deal with those physical threats. Not having to deal with a sense of feeling strange at work. Not feeling, victimized at work". Leaders acknowledge the need for safe physical spaces, but also spaces free from unnecessary politics.

Leaders also focused on having supportive workplaces, the ability to the get things done, and working with decent people. Montana acknowledged the importance of a supportive workplace: "Support I think is important. Knowing that you have the support of the people that you're working for and that there's clear expectations". Houston focused more on the leadership perspective of good working conditions. The importance of being able to do one's job without avoidable roadblocks was cited as a good working condition: "It means the ability to kind of get things done without having needless, unnecessary barriers". Paris had a more relational focus which seemed to echo faculty's relational concerns: "That my colleagues are decent people. That there's a support system. When something is hard then certainly the working conditions could be improved". Leaders have a desire to get things done and want to do their jobs with supportive people.

Both faculty and leaders described dilapidated institutions, with poor and dangerous working conditions from the physical to the interpersonal levels. The themes within working conditions articulated the problems with the physical spaces, the lack of resources, lack of support, lack of accountability, health and safety, dysfunctional systems, negative communication climate, and challenges between faculty and leaders.

This clearly highlights good working conditions as a strong concern for faculty and leaders, one which is not being properly addressed.

Theme 4: Good wages

Good wages were a concern for both faculty and leaders. The college is located in one of the most expensive cities and regions in the nation, so it is of no surprise that wages would be a concern.

Faculty were not looking for high wages, they were seeking living wages. Quinn humbly stated: “I think it just means I can pay my mortgage. spend time with my friends and travel”. Rowan echoed Quinn’s comment and further focused on the challenge and expenses of the region:

> I mean for me good wages are that you can pay your mortgage. You can live here for years and years and become a part of the community and part of your organization. I feel that our economy has undercut the ability for the majority of people to earn wages that allow them stability, where they are at and certainly in the Bay Area, because it's so expensive.

Faculty expressed a desire to live a middle-class lifestyle, with the ability to pay a mortgage, spend time with friends and travel, while being part of the community and the organization. The expense of the region was acknowledged as a challenge.

The plight of the part-time faculty was identified as being a further challenge. Ashton focused on part-timers: **“**Wages is a hard one, but I think given the adjunctification of faculty, you can't ignore it. I mean, it's poverty level wages at this point”. For many adjunct faculty the further lack of stability in their jobs and the lower wages they receive make their positions that much more tenuous.

The cost of the region and employment status were not the only issues cited by faculty. The financial woes of the institutions have been impacting salaries since 2007, as

was pointed out by two faculty members. Jan stated: “Average faculty members earning power from wages is less than it was in 2007 because of both cost of living and the cuts”. Kennedy stated:

> From 2007 until our most recent contract, we had voluntary and involuntary givebacks and take backs. And then we had the accreditation crisis, and then we had all these budget crises, and so our wages stagnated, and we didn't have a raise for I think it was nine years. For a while there our wages were well below the Bay Area median, but we are now back above the medium. So, I think in general, I would like to see that our wages are commensurate with other colleges.

Faculty does not seem to want extravagant wage increases, only fair wages.

Despite faculties desire to earn living wages they were not looking to make extravagant wages. The financial circumstances of the institution coupled in some cases with being part-time labor exasperated that challenge.

Leaders had similar perspectives and challenges regarding wages. Montana focused on the challenges of living in one of the most expensive regions of the nation: “If you have a family, to help support them and not have a commute, that is untenable. I know that's something that is very difficult for us to do here in the Bay area”. That perspective was very relatable to what faculty was saying about their desires for making a decent living.

Another point leaders made regarding wages was that higher paid faculty members and leaders experienced similar salaries. London identified that the actual pay between a full-time faculty member and an administrator is quite similar. This would suggest they are experiencing similar financial challenges: “The difference between an administrator and a fulltime faculty with overload is just the difference is very small. Now we're hearing we're all going to take pay cuts”. This statement also shows a shared

challenge as both faculty and leaders face further pay reductions while living in one of the most expensive regions of the country.

Paris further acknowledged the challenges of living in such an expensive place:

> It's always in the context of San Francisco Bay Area. Good wages are way more than other places, in other parts of the United States. So good wages just mean it has to be good enough to at least have the basic cost of living adjustments. Right. The COLA, being met. And of course, nobody can live on $15 an hour. For faculty, obviously good wages mean above the Bay 10 faculty pay. For San Francisco it's very, very expensive to live here and to earn only 70-80,000. It's very, very hard.

Leaders and faculty are facing similar challenges financial challenges. Faculty have experience with pay cuts and leaders appear to be facing pay cuts.

In summary, the challenges faced by leaders and faculty around job security, good working conditions, and good wages are quite similar. The themes explored here help to identify how these needs were ranked as the top three for faculty. The way these items were presented in the interviews clearly places them at the lower levels of Maslow's hierarchy as the most basic human needs that faculty desires are not being met.

Research Question Two

Research Question Two: In what ways do differing perspectives between faculty and leaders regarding faculty needs affect the relationships between faculty and leaders? In particular,

a. How do those perceptions create conflict interpersonally, around resources, and shared governance?
b. In what ways do these perceptions and conflicts affect faculty support for leaders?

Several themes emerged from this section which were communication breakdown, resources and shared governance, as well as organizational trauma. Communication breakdown caused a sense of powerlessness for the faculty, a lack of trust, had an impact on students and faculty, and the use of business language was off putting to faculty. Resources and shared governance had subthemes of faculty's problems with hierarchy, the politics of processes and procedures, the golden age of faculty governance, and a need for collaboration with leaders. The final theme organizational trauma focused its impact and causes, and faculty's focus on students.

Theme 1: Communication breakdown

Communication has broken down with faculty feeling distrustful towards leaders and expressing the desire for more communication with and from leaders. Without communication there can be no sense of connection or belonging to a community or organization. Kerry exclaimed the desire to feel connected to the institution and hard it is in the current climate. "It's been challenging and weird because I want to feel a sense of community at the college". The lack of communication between faculty and leaders makes it hard to feel a sense of belonging to the institution.

A sense of powerlessness. Other faculty pointed out that the communication that does happen is erratic and can feel random. Quinn clarified what a communication breakdown looks like from leaders with unpredictable and at times non-existent communication. "I think communication is a problem. We're not getting information, either in a timely fashion or it's inconsistent and sometimes, not at all. It's just crickets". With holding or delaying information further erodes trust between faculty causing them to feel disconnected.

Another problem brought to light is not knowing who to communicate with for help and the sense of powerlessness faculty experience.

> I would say the ability for administration generally to effectively communicate with faculty is a really big problem. It really undercuts faculty's collective efforts to explain when things seem to be going wrong because there's so much change at our college and things have seemed to become more complicated. The communication is ever more critical. And certainly, last semester, spring just seemed like such a low point in terms of communication about how we are doing things remotely or what we do now, and what are we doing here. Who is responsible for what task? Those things have not been very well explained. And I think that exacerbates a sense of powerlessness for faculty.

Not hearing from leaders during a crisis, in this case, the COVID-19 19 pandemic, further exacerbates faculty's feelings of frustration.

Lennon also focused on the feelings of frustration at the lack of communication and described it as screaming into the void:

> I love what I do. And I love my department. I am completely jaded. And when I said screaming into the void, that really is how I feel because I have no problems communicating with people. If I've got an issue or a question, I will send an email. I will make a phone call. I have spoken with people at various levels. I feel like it has to be a two-way street. If I reach out for those levels of communication, I want to feel like we're being heard and that I'm going to get responses that people are receptive to and engaging with me. And over the last, probably over the last two years it has been my attempt to communicate with others, especially up higher rungs have been shot down so massively. I'm sure the administrator will tell you different. It's so very busy. They don't have time for all of this. They don't go down more than one rung on the ladder. Dean's will talk to the chairs, then the chairs talk to the instructors. The instructor can talk to their chairs. Instructors don't get to talk to deans. And by the way, that's new again. It's a vertical communication structure.

The top-down vertical communication structure was identified as a point of frustration for faculty. It appears that the hierarchy of communication was not the way it currently is. Faculty was used to speaking with leaders versus speaking up to leaders and waiting for their responses to filter back down to them, and possibly not coming back to them at all, as screaming into the void expresses.

Not only was the lack of direct communication with leaders frustrating, faculty also expressed frustration at being not only being left out of decision making, but not knowing how the decisions were made. That lack of communication then leads to a lack of trust and further damages the relationship between faculty and leaders. Jayden expressed concern about the lack of communication and having no idea as to how decisions were made:

> The way decisions are made many times, you don't even really know how they came up with that as a decision. And it almost seems like much more reactions to actions. How did our budget get where it's at? How did that happen, and so there's no explanation? There's nothing and that's very sad. It's almost like they're scared of their employees and they hide behind closed doors. They don't answer emails, they don't answer their phones and they don't want to talk to you. I've never seen a workplace where managers are not in direct contact with the people below them. That deep divide is the kind of thing that I'm talking about. People don't talk to each other. They don't respect each other.

The lack of direct communication between leaders and faculty is seen as leaders being afraid of faculty. Leaders are seen as hiding from and trying to avoid faculty. The lack of communication between faculty and leaders is seen as a collective lack of respect.

Lack of trust. The lack of communication has broken down trust between leaders and faculty. This has led to a lack of understanding fostering an antagonistic and divisive relationship. Parker noted lack of trust:

> I feel like there's been always a very strong, us versus them sort of mentality coming from the faculty about the administrators' leadership, lack of trust and also a lack of understanding of what they are doing or what the priorities are. Some of it's about how the faculty communicate to administration. But there's also, I think that when the communication breaks down, there's frustration that we're not being heard. They're not responding to our concerns, or we don't trust that they will. So therefore, we're going to have to take this over-the-top lobbying approach. I mean, the other thing I would say is just communication. I think some of this could be helped by having better communication from the administrators. About what? You know why decisions are being made the way they are and what the priorities are and sometimes that happens sometimes it doesn't. It goes up and down, but that would definitely help with the trust.

Parker acknowledged that better communication from the leadership would help build trust. If faculty knew their voice was being heard and able to engage with leaders it would help to build better relationships.

Ashton identified a specific event that further eroded trust between faculty and administrators which further eroded trust. As reported by Asimov (2019), the chancellor had proposed up to 100% pay increases for some of the leaders at the college. For example, it would have doubled one vice chancellor's pay from $124,358 to $250.000. The way it was presented was very confusing and angered many at the college and the community. Initially, it appeared the raises had been approved in the budget. The board of trustees lowered the raises to 10% for some of the leadership. All of this happened right after the college had cut over 300 classes and 100 instructors and counsellors. Ashton elaborates:

> I think all of the things around corruption and decision making, for example, the pay increases. Top level administrators, like so many interactions with them, have been learning about the midnight massacre or class cuts. Those are kind of those color my sense of my relationship with the leadership. I don't call them leaders because to me leaders somebody who's earns the place and somebody who's not just put there. I guess that's my connotation of the word leader. But as administrators, there is basically no, I have no trust for the administration because of decisions like that. And because I don't know who stands where. I don't know who stood with the chancellor or got him to do what he did with the midnight massacre and who was against him. And because I don't know that I just don't trust anybody in a position of power at the college and because I have no relationship with them on a personal level, because I don't interact with them. And so, to me, they're all kind of suspect.

Ashton focused on the erosion of trust which has been a slow process with the lack of communication and lack of any personal relationships.

It is hard to build and maintain the trust necessary for healthy relationships without open constructive communication. Kai talked about the lack of trust in the

current relationship but points out that in the past there were better relationships between faculty and leaders. “The faculty have become extremely distrustful of administration. You know, it's not always been a tense relationship”. The current state of communication was not always the norm at the institution. It takes time for trust and communication to breakdown.

Impact on students and faculty. Lennon pointed out the impact that these communication breakdowns are having on students and faculty:

> The problems we've been trying to point out, they're not being fixed and they're not telling anybody about these problems. And so, we're losing students, because as instructors we did not know that there was a glitch in the system. So, I've got students definitely trying to add my class. You might want to let instructors know. How in the world are we supposed to support our students if we don't know there's a problem in the system?

This lack of communication by leaders impacts faculty’s ability to the do their jobs. Students tend to go directly to faculty with questions about registration and adding classes. If faculty do not have access to that information it breaks down trust between faulty, leaders, and students.

The language of the business world. The relationship between faculty and leaders fell apart overtime, with several factors contributing. Jan focused on the corporate speak leaders seemed to be using:

> I find increasingly that these new administrators, they don't speak in the lexicon of the academy. They speak the corporate lexicon. That really puts me off. When I was first hired, the administration was fairly stable. There wasn’t a whole lot of turnover, but then it became very popular for the administrators to sort of, job hop and shop for better salaries. and build your resume, try to make your way into higher and higher levels. And so, I definitely see much more turnover. When turnover is much greater that’ll prevent you from being able to build a relationship with the administration. It makes people who are hired from outside that much more suspect. You know, back in the day, I'd be at meetings and there would be people that I would have disagreements with and then when the meeting

> was over, we go back to being friends and might even go out for a drink or something. That doesn't happen anymore.

Leadership used to be more stable and people could go through contentious meetings and still remain friends. This is very different from the current communication climate described.

The corporate language new leaders are bringing to the college are further alienating faculty. It is seen as disingenuous. Faculty were accustomed to more stable leaders and the opportunity to build relationships. As the culture of community college leadership has become less about building long-term stable relationships but building one's resume for the next step of their career relationships between faculty and leaders have suffered. These new styles and behaviors are further eroding trust between faculty and leaders. Faculty does recall a time when not only could people disagree but remain friends at the end of the day, there appears to be a desire to move back to that.

As a result of communication breaking down faculty identified feeling powerless, a lack of trust, impact on students, business language from leaders, and a sense that it did not have to be so difficult. The themes in the section revealed faculty wanted more communication with and from the leadership. Faculty wanted a horizontal communication and to be included in the conversation. Many of the challenges faculty identified come from the lack of communication and the breakdown of communication systems.

Leaders were also challenged by the communication climate at the college. There is a sense that even when they try to listen to faculty and provide them with what they appear to want, they are not still connecting in a constructive way with faculty.

Dakota summed up the relationship between faculty and leadership by acknowledging the lack of communication has led to a lack of trust:

> Well, it's just the keywords. You mentioned relationships. There are no relationships. In order to build trust with people, you have to have relationships with people. But you have to be able to build that trust so that people can talk with you so you can use those relationships to produce outcomes.

As a result of communication breaking down faculty identified feeling powerless, a lack of trust, impact on students, business language from leaders, and a sense that it did not have to be so difficult.

Not only is there a lack of trust but the communication that does happen between leaders and faculty is convoluted. London expressed frustration at the complex communication leaders find themselves in with faculty. As much as leaders try to prepare and speak with faculty they do not seem to be connecting:

> The faculty relationship is dynamic and ever changing. And if you think you figured it out, you haven't. I just went through something that was just so difficult. And I had thought I had figured out what I needed to do. I talked to the correct people and I checked all the boxes and still I was, you know, the bus rolled over me, driven by faculty, even though I've done everything. I checked all the boxes, so it’s just really hard to understand what they do want, in other words, and I think it's ever changing.

Even when leaders attempt to have genuine communication with faculty communication has become so toxic that they do not have success. Leaders negative experiences with faculty help to understand why leaders seemed afraid of them and avoided them.

Houston claimed these communication challenges have become part of the fabric of the culture of the college. A self-fulfilling prophecy of negative communication patterns and behaviors:

> I'm hearing a tremendous amount of acrimony. people kind of not knowing what other people are doing. And then I think roadblocks for sure. Barriers for sure. So,

> people definitely run a little scared around the college sometimes too. Yeah, Well, we have a reputation to uphold.

London echoed Houston's frustrations: "If we don't make the decision that they want us to make, then there's no collaboration. Then they go complain to the chancellor. That's the problem. It's very adolescent". These statements represent frustration from leaders for the communication they do attempt to engage in.

Dakota pointed out the political dimensions to the communication climate. The necessity to be aware of and follow the politics. Not being able to take what people say at face value adds to the toxicity further eroding trust:

> I think it happens over time. It doesn't immediately happen. And I'm just totally distrustful of the organization, the system now. It's a series of events that happen over time that influence how individuals perceive the workspace and the people who may be not honoring that space. I can see this from many perspectives, I can see it also from the leadership perspective. People would come to me about a problem and there will always be some sense of a hidden agenda behind someone's intention. I mean, the sense you were getting or sense from the individual. It involves some sort of political dimensions within institutions as well. That dynamic. And so, they are probably going to do X to me. and some of it I think is real. I do think it is real. And some of it I think is perceived. But when someone believes that his or her of course or job security is at risk, but also physical space then safety is potentially a threat. Then I think the paranoia, the suspicions grow, and then you begin to question people's motives.

The politics of communication have become so toxic that it has created an environment of deep mistrust. If a person is always suspicion of other's motives it is very difficult to be open in communication and build trust.

If faculty does not feel part of the communication process and the lines are not open, then trust breaks down. Brooklyn acknowledged that faculty's for communication could come from a desire to for agency. For trust to exist they have to be able to collaborate.:

> Sometimes faculty themselves make that difficult for the leader to stay or they want to control the leader. They disagree with the leader and they start campaigning to undermine the leader. So perhaps there should be good communication, the lines of communication between faculty and leaders should be open all the time, and there should be an element of trust that is built over there, and that is very, very often missing. I'm not saying it is either groups fault. I think, that not enough is done to build trust between the two groups. Okay, there is always the belief that leadership is hiding information or is not transparent enough. And in many cases, it is true. Okay, in many cases, it is true. So, I would say that they need to be working a little bit closer, and there should be better communication between the two groups and a better understanding of expectations and goals of the two groups.

One of the challenges of communication breaking down between the two groups is a lack of discussion and collaboration. Faculty may feel they have no other route to go but to circumvent a leader to promote their causes or desires. This can create further challenges. The open communication being proposed by Brooklyn would have to instigated by leaders to build transparency and open the door to communication and trust building.

The theme of communication breakdown was apparent for faculty and leaders. Faculty expressed frustration at the lack and type of communication. Leaders expressed frustration with the style of communication, and it is making their jobs more difficult to do. The breakdown in communication between the groups demonstrated a lack of trust at the college. This lack of trust adds to the toxicity of the organization. Both sides acknowledged the need for communication and collaboration, though both expressed deep distrust of the other, which would make it hard to reach collaboration and build trust. It appears that faculty and leaders are in self-perpetuating loop of negative communication leading to an erosion of trust. This communication climate further exacerbates the challenge of taking care of faculty’s basic needs.

Theme 2: Resources and shared governance

Faculty viewed the power structure in the college as horizontal, which was in opposition with the leaders view of a vertical structure. There was a belief by faculty that many of the issues they faced, as a group and the institution as well, could be solved with more involvement by them. They had issues with hierarchy, frustration with the politics of the process and procedures, reflected on the golden age of faculty governance, and a need for collaboration with leaders. Faculty expressed the desire to be part of the decision-making process at the college. They also want more transparency in the process. Sloan clearly desired to be part of the decision-making process:

> Give me some opportunity to make a decision or let me in on how decisions are made. I hear people saying, faculty saying, well, who made this decision? Why? When were we consulted? How did the decisions get made? It's not transparent. I don't understand how these decisions are being made. So, the word transparent kept coming up. I'm like, whoa, this is interesting. So, leaders maybe have to be more transparent when they make decisions.

The lack of transparency added to the negative communication climates discussed earlier. There is a lack of understand and trust as to how processes work at the college. Faculty want to be in those decisions.

Faculty expressed that being part of the process would make them feel more secure in their jobs and help to create better working conditions. Kerry actually equated job security as a working condition:

> I mean, for working conditions, or even for a sense of job security I think are there collaborative decision-making process? Is there constructive feedback so that as much as we need to keep doing our jobs better that we still feel secure in those jobs. Especially in terms of people and incredible change, like right now and especially considering that I think that we're in a profession that we need feedback. We need, to be able to talk about the way that people are doing their jobs but not make them feel like their jobs are being threatened. It makes me think about some of the anxieties that some people feel around the evaluation process, it’s an opportunity to receive feedback and collaboratively co-construct how we

> imagine the classroom happening. Or is it a moment where your job is on the line and anxieties about your security and the institution.

There was a sense that faculty involvement in decision making and collaborating with leaders could lead to better working conditions and more job security. Rowan considered collaboration a fundamental community value:

> I so desperately want the new people who come to the college to feel secure and not only about our wages and all the top things we talked about but being secure and knowing that they're in an organization that is going to promote collaboration and developing that wonder that is culture in the Bay Area.

There was a strong that collaboration could help achieve some faculty's most basic desires and help to create a better atmosphere at the college. Jayden further added:

> And as far as collaborating well, in a perfect world, that's the way it should work. It works in other places. But here many times management makes decisions behind closed doors, and you find out about it, not even a memo or anything. There is no communication. Find out about it through the grapevine system that operates in the college that extends and disseminates information.

Despite faculty's desire to be included in collaborative decision making with leaders they do feel left out. There is a sense of being completely shut out of the process as management makes clandestine decisions that are affecting faculty. Kai gave a sense as to how the current system is impacting faculty:

> Administration don't even know what we do for the most part. So okay, here's an example. Last year they cut out, for the budget considerations, they cut out like 90% of the coordinator position. And it turned out that they didn't even know what these coordinators did. And, of course, we just did some pretty important work that if they had an administrator do, it would be a lot more expensive. and the fact that they ended the positions, the work just ends up not being done. I think it severely affected programs. I think that's actually contributed to the lower enrollment.

Kai's statement helps support faculty's desire for involvement in the process. If faculty are not involved leaders have no way of knowing the actual contribution and work faculty are doing at the college. In the example given here it could have more impacts on job

security and working conditions, not the mention the impact the lack of understanding and collaboration could have on students.

Problems with hierarchy. The hierarchical structures of the institution were identified by faculty as contributing to the lack of collaboration in decision making. Storm commented on faculty's attitude towards leaders which could make leaders feel reluctant to collaborate:

> Hierarchy is a really a taboo subject at the college that is deeply central to how people approach a lot of things. To reference tenure, I think there are some perceptions of inflated faculty ego. Hearing things like we could run the college better doesn't inspire a lot of co-operative or inclusive work with administrators. And perhaps there are some consequences to that in the way that things kind of go down, our process goes down and then and certainly can affect perception subconsciously, Right? I think that there is the very real experience of being an executive leader at a public institution of our size. And it's not even just about our faculty. It's about their kind of public image which for lack of a better term is a shit show of ideological issues.

Faculty's desire to run the show and distrust of leaders adds to leaders' reluctance to share in the process. Also, the public image of the institution is reflected by leaders' actions, which could make them more protective of their position.

The maintenance of the top-down structure is challenging for faculty and goes against their perception of how leadership should be structured according to faculty. Faculty value a flatter, more collegial structure of leadership, as described by Jan:

> The administration used to be very flat. It used to be that there were two levels of deans and then the vice chancellors, and then the chancellor of course, and now we've expanded the levels. We've had what I call title creep. We got the senior vice chancellors. We didn't used to have associate vice chancellor and we definitely did not have senior vice chancellors. We got the directors and the associate directors. Having padded the administration has created a gap and I don't sense the same family feeling from the administration that I used to. I'm not going to target specific administrators, and that's because some of them are very good.

There is a sense that as the ranks of leadership have developed more stratification the communication between leaders and faculty have grown worse. Jan described how there used to be a feeling of family when there was a flatter more horizontal power structure to leadership.

There is a sense of confusion added to the stratus of leadership. As the layers of leadership grow faculty experiences the challenge of not knowing how has what information and who they should be getting information from. Storm described the current system like this:

> Perhaps some power stuff leaks out in other ways. Then the hierarchy of things, whenever possible becomes extra emphasized. One of the things that I got talked to about a lot last year and have thought about a lot continually is a hierarchy of communication Who's supposed to tell whom, what at what time and who is the primary person who deserves to be told information first or whatever? And who should you be able to contact? Should a regular faculty member be able to directly speak with the vice chancellors? Some people are very adamant in the "no" that we need to create a communication hierarchy to preserve something. What's the point? Are there other reasons why that hierarchy is being reinforced so deeply?

Faculty not only expressed frustration at the current hierarchical system, but even the need for it. Faculty clearly desires a more horizontal communication structure or at the very least a structure that clearly defines roles and the layers of communication protocol. Faculty seemed further disenfranchised by the current leadership system, which seemed to effectively keep faculty out of collaboration through the hierarchy.

Politics of the processes and procedures. There is a strong sense that the processes and procedures required to run a functional institution are bogged down in the politics of the two groups.

The struggle for power has become more important the need to compromise for the good of the institutions. Kai suggested:

> The atmosphere is hyper political. It's something that people like me who are super passionate about fighting for the college had to go to other ways and means of actually gaining any power. But the power that we've gained has become more contentious. And the union, you know, it should be working on the same side, but they're not always, but I don't know. It just seems like there's a lot of contradictions and complexities.

There is a strong sense that people are so bogged down in the politics and power struggles that even groups like the faculty and union, who should be working together are sometimes in conflict.

Faculty not only wants to be part of the process but believes if they were listened to and collaborated with some of the problems the college is experiencing could be solved. For example, Kennedy claimed: “We have been completely shafted. It is un-imaginable how badly and repeatedly they would come back to us with their new solution, which was completely unworkable. And they would have known that if they listen to us at first”. Faculty clearly want a seat at the table with leadership. There is a sense that if leaders engaged with faculty there could better solutions to problems.

Faculty often feel left out of the process even when they are explicitly part of it. Kai stated: “There's like a lot of contradictions here, but in fact I don't think that they do listen to the academic Senate, and there's nothing we can do about it, even though they're supposed to”.

Sloan further described what that was like for them:

> I have been in a lot of spaces where I see administrative leadership and faculty interacting and a consistent theme I've noticed, people feeling unappreciated is the wrong word, but just sort of feeling left out of the process. I just came from a meeting where the faculty were decrying the lack of consultation and feeling left out of some process.

This creates even more acrimony between faculty and leaders. When leaders are in collaborative spaces and dismiss faculty, faculty feel even more disenfranchised from the

process of decision making. Parker pointed out how this can push faculty to take more extreme action to get their voices heard:

> Part of what bothers me is the kind of perspective of just defending turf without kind of recognizing that compromise is necessary. Then the other area that I found difficult with the environment coming from the faculty is this approach. That's kind of like coming to lobby in a public way, like going to a meeting and disrupting it or having a union action. That's like a demonstration with flyers or things like that. That feels more like the way you handle things if you're lobbying your representatives in congress or something, but when it's within the same organization, it seems to me that, like lobbying and protesting should be really rare.

That lack agency forces faculty to take more drastic measures, though that can also be off putting to other faculty members who view their actions as too extreme.

That kind of dismissive attitude can make it difficult to get people to engage in process. As Parker pointed out: "There are shared governance committees and stuff like that, and some faculty really feel strongly about being involved. I think a lot of them really don't want to get involved". Leaders attitudes towards faculty in shared governance spaces could be making the process seem less desirable and causing more faculty to shy away from the process.

All of this can impact the way faculty responds to leadership. If faculty feel dismissed and that they are not being taken seriously and fully listened to it is easy for them to become dismissive of leaders. Sloan describes the attitude they have seen faculty take towards leaders:

> Well, I've heard this phrase. I've heard from faculty, and they'll make comments about the leadership, Oh, we need a leader. We need real leaders. This is not leadership. And I'm always kind of like what does this person mean by real leadership? Like what? What are they looking for? So, I realized that people are looking for something in leader, so it must be give me the power.

In that case, faculty have lost trust in their leaders and simply want the power of decision making for themselves. This creates even more conflict between leaders in faculty as they struggle for resources and power.

Golden age of faculty governance. Faculty identified that faculty governance and shared decision making used to be much more deeply embedded in the institution. Storm mentioned: “I think it's really interesting how we've gone from such a heavily, heavily collaborative role”. Jan pointed shared governance was a fundamental part of the institution, that people seemed to have taken for granted:

> We whine about the collaborative decision making. It had a golden age for 10-15 years. I refer to it as a shared governance agreement. It's spelled out, you know everyone's roles and there were three systems, all making recommendations to the chancellor where there was the Senate for specifically faculty concerns. There was one for budget finances, facilities, the real nuts and bolts concerns. And then the third one for basically everything else. And so, these were three committees who spoke directly to the chancellor. It just kind of fell apart over time. A chancellor decided that there would be only four committees under the Participatory Governance Council. That meant getting rid of something like 20 committees by which employees at the college could try to have their voices heard in decision making. They got rid of 16 of them. Over time, of course, the administration has recognized the need for other channels. And so, the number of committees has doubled since then, slowly working our way back up. There are about six committees right now.

As faculty talk about how the leadership structure in the past was more horizontal and flatter, it appears that the faculty contributions were much higher. This demonstrates that as faculty governance declined, leadership became more vertical and added more and more levels to administration, further shutting out the faculty voice.

A need for collaboration. Ultimately, faculty not only desire to be part of decision making and engage in active faculty governance, they view their participation as part of the solution to the college’s challenges. Kennedy commented on the current state of affairs and need for leader and faculty collaboration:

> I guess, and maybe this one is a little harder and less tangible, but a feeling that if there are problems that they can and will be solved, because I'd say in general, at my school, we have recurring variations on pretty much the same problem year to year and goes on with new solutions, new approaches, none of which are better or almost never better. It's like we keep not facing the same problems and have some kind of poorly thought out solution that rarely works. And then we're just back in the same place. So, like issues around registration and stuff. We've been sort of struggling with that for years. So, I would say a feeling that when there are problems, they will be dealt with and good solutions will be found between faculty administration instead of just kind of spinning around, doing different stupid things over and over again.

There is a clear frustration for the way things currently are. The problems the college faces are rarely unique in its history. Instead, there is a sense of déjà vu as the same problems are reoccurring with the same or similar solutions being recycled. There is a strong sense that if faculty and leaders worked together and collaborated many of those problems could be solved by new and innovative solutions.

Faculty identify many problems around resources and shared governance. Faculty express frustration at being left out of the process and believing that their input could help the college. There is sense that administration has gotten too complex and vertical versus the more horizontal model they had in the past. Faculty recalled having more power sharing in the past and the ways that was eroded overtime. Ultimately, there was a sense that faculty needed to be part of the collaborative decision-making process to help solve problems at the college.

Leaders also expressed challenges around resources and shared governance. They focused more on the politics of the processes. Faculty seemed more like people who needed to be managed properly than people who could be trusted to help with the decision process. The endless desire from faculty to participate and give input seemed to be more of an impediment that was slowing down the work of leaders.

Paris expressed frustration with the culture of the college. Also, citing the city politics and influence of stakeholders:

> Well, the college is a very hard institution. The culture, obviously, is the reason why. It's a culture that is more resistant to change. There's city politics that's involved. It's hard to have somebody who is able to weather all the city politics, all, expectations from different stakeholders.

The culture of the college seemed deeply embedded in the politics of the city and the varied stakeholders. Giving leaders a broader sense of shared governance than simply engaging with faculty.

Leader do not doubt that people have the best intentions in mind when trying to collaborate. The challenge is when the issues of people involved do not align with the purpose of the college. Dakota described organization as the people who make up the organization and the people's attitudes can have a huge impact:

> Organizations are made of people and there are many people. I think who have good intentions. Then there are people whose motives don't align with the purpose of the institution. When people believe that the organization doesn't have the best intentions, their best intention at heart. Then people can become suspicious, paranoid, thinking that someone or a group is out to get them.

This demonstrates that leaders may be looking more at the big picture as they try to manage different factions.

Frustration with the way faculty engage with leaders was expressed. London lamented: "If we don't make the decision that they want us to make, then there's no collaboration. Mm. Then they go complain to the chancellor. That's the problem. It's very adolescent". Houston went on to state: "It has always been that that feeling that there's a divide and conquer between. You know, there's always that feeling there's a divide and conquer with leadership toward classified versus faculty. It's almost like parenting". Both described engaging with faculty as if they are engaging with children.

It can be challenging for leaders if they feel like faculty are behaving like children. This also influences the way leaders make decisions. For example, Montana commented on the challenge of everyone wanting to have more input, further delaying constructive decision making:

> It's a tricky thing, and it's a lot easier to avoid making difficult decisions than to make difficult decisions. It's a lot easier to avoid the conversation about the difficult choices to make. It's a lot easier in some ways to avoid the difficult decisions by saying, well, we need more analysis. We can't decide that right now because we need to really study this even further and we need to really get out there and maybe listen to more people and get more input on it. Okay, and that's true. It's important for us to get input, but we also have a timeline for this, and we're not going to have perfect information. We have to make decisions outside of having perfect information.

This suggests that it is easier for leaders to postpone dealing with problems than working with faculty. Leaders may be feeling tremendous amount of pressure to make good decisions, while balancing how to engage in getting feedback from faculty. Montana compared the challenges as similar to people wanting to do something about climate change, but seeing it as overwhelming, it is easier simply to keep putting it off:

> Speaking about balancing the budget. Hmm…aggression or avoidance? Why is it that we decided that we could just run deficits for a couple of years? Well, because it's a lot easier to avoid balancing the budget, than when you got money in the bank. Was it the right thing? I mean, I don't know. I was thinking about it recently, in the same way that you think about climate change. Um, jeez, we should all really make a lot of hard decisions right now. So, it's this whole climate change thing, we should all radically transform a lot of stuff to avoid this climate change thing, because if it keeps going the way it's going, this is really going to suck. and yet it's the kinds of radical changes that we're talking about to make it happen. This thing is going to put a whole bunch of people out of work

Leaders are under a tremendous amount of pressure to meet the needs of the college. Those decisions can be extremely unpopular. Leader expressed that it is easier to postpone sometimes, even when they know it will lead to future problems. There is a sense that leaders are battling these problems and issues all alone. Faculty expressed a

desire to collaborate, though their relationships are so contentious and distrustful it makes it extremely difficult to work together.

This could also be due to perceptions leaders have towards faculty's desires. "London: I mean, in some ways, I think that that are faculty would like a socialist model". Though, faculty did not explicit express the desire for a socialist model, the struggle for resources could feel like an all or nothing struggle between two groups who are distrustful and not communicating well.

Faculty and leaders both saw challenges with the current system. They perspectives were different. Faculty expressed the desire to be more involved in decisions, which they expressed would help to solve problems. Leaders saw collaboration with faculty one of the problems that they were forced to deal with only added to the problems they had to solve.

Faculty did not express support for leaders, but they did express distain and mistrust. This lack was expressed by leaders focusing on the politics of dealing with faculty and how the relationship felt more like parenting than managing.

Theme 3: Organizational trauma

The faculty did not perceive CCC as a healthy working environment. Organizational trauma emerged as a theme, as it appeared to be the result of basic faculty needs being unmet and college in a constant state of crisis. Individuals who are part of organizations as well as the organizations can experience organizational trauma. Organizational trauma can have long lasting impact and create ongoing and lingering organizational effects and challenge their ability to respond effectively to challenges (Winter, 2019).

The college has been in a state of continual crisis for almost a decade. There have been budget shortfalls, class cuts, a threatened loss of accreditation, and job losses. Whole departments have been eliminated during this period. Ongoing financial crises have been happening and passed from chancellor to chancellor. These could be some of the causes of the most basic needs not being met and faculty operating from survival mode. This is an area of agreement for faculty and leaders.

Impact of organizational trauma. Faculty members described being in states of panic, not having a chance to heal or process, circling the drain, being battled hardened, and in a toxic environment. Cassidy summed up his experience at the college: "I think one of the challenges that I think we're always in crisis mode". Kerry further added to the feeling and emotional state of working at the college:

> I feel like the healthiest frame that I have for working at the college is it's all about dialectics. I am constantly in a state of panic while keeping calm and carrying on, I have to do both but it's often simultaneously. I try to make it simultaneously, but yeah there's just a lot of contradictions.

Working in crisis mode and a state of panic is not healthy description of a workplace. This is the description of a toxic environment. Being in a constant state of crisis does not give people the space to make sense of their experience, it can only add to the trauma.

Kennedy talked about not having a chance to heal or process, describing the experience as circling the drain. In this constant state of crisis, it is hard to identify what is urgent and most important as people are in survival mode:

> Yes, because we haven't had a chance to heal. We haven't had a chance to process. We haven't had a chance to come together since 2012. And it's eight years of just nonstop crisis. And, I can't keep saying this is urgent. This is the one board meeting we have to come and shout, you know, like, yeah, how many crises can you handle, and then the rest of the world kind of falling apart too. But the college definitely has the feeling it is circling the drain. And since, well, 2012 it

> was really felt like we had to man the barricades. But subsequently, it has felt like a slow and painful circling the drain.

Organization trauma is embedded in Kennedy's statement. Not having time to heal or process, nonstop crisis, every problem feeling urgent while the institution if coming apart.

This creates a demoralized workplace. Quinn echoed what was said and added: "I won't say decimated, um, but certainly eviscerated and yeah, it's disheartening". Rowan further elaborated: "It is so heartbreaking because you keep everybody traumatized and you don't have time to sit down and really think through with others. What the heck are we doing here? So, it is heartbreaking and exhausted". Faculty are drained and exhausted by working in such a toxic space.

That kind of toxicity can encourage people act out and lash out. The trauma that people feel can become overwhelming and show up as toxic anger causing long range and lingering damage to the people at the institution. Jayden pointed out:

> There's a lack of respect, a lack of humanity. People are angry. And that's one of the reasons why toxicity happens here because it's normalized. That's just the way life is around here. That's not healthy. It makes people sick. I've never seen a place that has so much illness, whether it's cancers, mental health issues, and/or alcohol issues. It's like an energy. The place just builds up and it's very harmful. I don't want to compare it to our heroes down Afghanistan, but they come to mind. This toxicity in the institution, I think, is on such a level that, I don't know whether you need to do an exorcism on the system. I don't know what you do because the level of injury that I have witnessed was so severe that I'm thinking this is way beyond a little medication or a little therapy once a week. I don't know how you fix a culture like that. I know people who have had to take disability because they have been so mistreated.

Taken out of context it would hard to believe that Jayden was describing a school, an institution of higher learning. It does sound more like people experiencing the fallout of living in a warzone.

Several of the faculty focused on the tragic circumstances at the institution. Language such as: being in states of panic, not having a chance to heal or process, circling the drain, being battled hardened, and in a toxic environment helps to clarify the depth of organization trauma. It is apparent from these statement that faculty and the organization are in an ongoing state of trauma.

Several of the faculty members focused on the causes of the trauma. Ashton shifted the discussion by noticing that as the focus of the college moved away from its vision it focused more on finances and outward appearances:

> A lack of commitment to a vision of the college as a community college. It's corporate, it feels like it's become a corporate college. It's about money and image, and not about the integrity and values that it was designed for.

Rowan gave more clarity to Ashton's comments about the loss of vision and points out its impact on the college's connection to the community:

> You're listening to your fellow faculty talk about the fact that departments have been cut 50% or so over the past eight years and now you're down to your skeleton and with continued loss of funding. What is that going to mean for your discipline overall? And what our community will be denied in terms of learning about their cultural heritage and shared heritage? It's always developing, and so departments are getting to a point where it's becoming more and more concerning.

Causes of organizational trauma. Kai focuses on more concrete causes of the trauma. The accreditation crisis at the college last three and half years. That period saw the college taken over by the state, who imposed outside leadership with absolute decision-making power:

> It's been the whole ramifications of the accreditations attack, the political attack under the guise of accreditation. We were taken over by the state. We had carpetbaggers in charge, and they just made a lot of bad decisions, and we're still living with those bad decisions.
> Quinn further stated: I think it's largely because it just became such an unstable and undesirable environment. Um, starting at the top, the last three, I think it is two or three. chancellor's just kind of mismanaged and created chaos. We've gone

> through crisis after crisis after crisis, and there's been no time to heal. There's been no time to build relationships, much less rebuild relationships. We have not had a chance to heal at all, That's a huge part of it. And it's exhausting. I think they came in and started breaking shit right away.

Faculty focus on students during organizational trauma. Kerry described being battle hardened and part of a wicked system and working in a culture of distrust and suspicion. The focus on the faculty's purpose is brought up. Despite the trauma faculty still acknowledges their primary purpose of being better teachers and helping their students.

> Kerry also stated: We're just oriented to conflict and we're battle hardened. It just keeps reminding me of the ways that people will think of a system as wicked, continuing to dig deeper into this culture of distrust and suspicion. And you're not even worth my time to try and then but aren't we all working on behalf of students and trying to be better teachers. It seems like we feel like we're so far apart in some of those moments because the relationships have become so poisoned or toxic, or we carry so much trauma into the spaces of our college.

Feelings of hopelessness and panic due to organizational trauma were expressed.

Faculty focused on the impact of organization trauma on faculty and the institutions, the causes of organizational trauma, and faculty keeping their focus students during organizational trauma. During continuous state of crisis, communication has broken down and people are demoralized and frightened. Many of these problems are linked to forces beyond the faculties control.

After the accreditation crisis leaders observed a moment of unity before the conflicts began again. Although in a state of continuous crisis it is very difficult to change negative behaviors and habits. London reflected:

> We went through this whole accreditation crisis, and we all came together, and we all work together, and it was amazing. I've never seen that happen before. And we thought that it was transformative. And then everybody went back into their corners.

> The accreditation crisis was a very traumatic event, but the problems had begun even earlier and were only exacerbated by that event.

People did seem to come together during the accreditation crisis. The loss of accreditation is one of the most severe crises that a college could ever experience. Due to the earlier problems being left unaddressed and new ones cropping up, the organizational trauma continued. This continued to fuel the poisonous climate at the institution.

London mused that the college had such a toxic environment that the faculty talent who could be tapped to lead are turned off by the atmosphere and are not stepping up to leadership roles:

> The problem is I've seen amazing faculty at the college who really need to be in leadership. But they have healthy enough meaningful lives where they're like, why am I going to walk into that toxic environment? What would I be thinking if I did that?

London further stated that the lack of stability in leader is problematic and continues with another interim chancellor:

> I think that the lack of stable leadership has been very disruptive for the college. I mean, we have another chancellor now, and we're going to ease into them, but then we're going to get another one. He's only an interim.

The last decade at the college has created an environment of organization trauma for the faculty and leaders. The talk of trauma was a constituent theme throughout the interviews. These constant periods of disruption and unstable leadership have impacted the climate of the college and the relationships between faculty and leaders. The toxic atmosphere has broken down communication between faculty and leaders. Not having time to heal between the crisis has led to a deeply divided institution that struggles to meet the basic needs of its faculty.

Communication breakdown, resources and shared governance, as well as organizational trauma where the primary themes from this section. The breakdown of communication created a sense of powerless amongst the faculty and broke down trust with leaders. Faculty expressed the need for a more active role in shared governance with leaders. They saw that as a way to improve the college with both parties collaborating. Finally, organization trauma was examined and its ongoing impact on faculty and the college.

Research Question Three

Research Question Three: In what ways do these conflicts impact leadership turnover?

Several themes emerged from this section. Faculty do have empathy for leaders and they clearly see they have contributed to leadership turnover.

Theme 1: Faculty empathy

Faculty described an incredibly toxic atmosphere for leaders. Quinn said: “It’s like you're walking into a snake pit”. They also acknowledged their role in that toxicity. For example, Kai stated: “A lot of criticism. And, I mean, that's just criticism, but, you know, push back from the faculty. I mean, I think we broke of our recent chancellors”. To say you broke someone is an extreme statement. That implies extremely harsh treatment from faculty. Kerry described asking someone to work at the college as the equivalent of asking someone to enter into an abusive relationship: “You want people who love the college. They're hired in an institution that is currently pretty hard to love it. It's like asking somebody to get into, like, an abusive relationship and be like, but it'll get better”. Jayden further emphasized the abuse by describing multiple leaders having emotional

breakdowns in their presence. Partially attributing breakdowns to the lack of consequence for bad behavior and they horrible way faculty treat people in leadership roles:

> I've seen so many administrators come here with their big degrees and their big ideas and in no time they're running for the door. I've walked into some of their offices and literally have seen them in tears having a breakdown right in front of me. I've witnessed it more than once. They reach a point where they say, "I just can't do this anymore". At least five interventions like that. I had administrators break down in tears in front of me. I mean, grown adult people. They come out literally in hysterics. And it's heartbreaking what it does to people. There's no consequences for bad behavior. And there's no reward for people that do the right thing. And many times, they end up becoming bullied punished, and eventually they get frustrated and they leave. And I've seen it time and time again.

The environment within which leaders are working is described as a snake pit, breaking down people, and reducing them to hysterics. This clearly describing a toxic organization filled with trauma. It appears that much of the trauma faculty feels is being passed along by them to leaders.

Faculty concern and empathy. Faculty expressed concern and empathy for what leaders experienced at the college. Kerry said: "I have heard other people heckle administrators. They just drive me absolutely batty when they do things like that". Sloan talked about the dehumanizing ways people talk about leaders, and how demoralizing that can be for them:

> I've talked to many administrators who feel really dehumanized by some of the ways that faculty talk about them, referring to a group of people as the administration, or even just as executive leadership puts them into object status rather than subject status, which makes it way easier to dehumanize.

Not only are leaders dehumanized, but they are referred to not as individual people with feelings and emotions, but as objects. Once a person has been objectified and dehumanized, it is much easier to take negative action towards them.

Faculty saw how leaders were abused by faculty and contributed that as a factor of leadership turnover. Cassidy pointed out that faculty felt justified in abusing leaders. As some tenured track faculty feel that they are completely secure in their jobs, the treat leaders very poorly:

> They get beat up so much and it goes for most administrators. That's why we don't get good people. And then it's sort of like, oh well, you have every right to beat up on them because they really are bad. They're doing bad things. So, it's an ongoing process, like faculty have all this job security they beat up on the administrators that leads to nobody wanting to be an administrator, except people that are probably unqualified, and then they end up doing the bad things that faculty accused them of, and it just goes on and on and on. It ends up being an ongoing self-fulfilling prophecy.

Faculty feel justified abusing leaders, as they see the leaders as ineffective and unqualified for their jobs. Cassidy identifies faculty as part of self-fulfilling prophecy perpetuating the problem. The treatment of leaders is so poor from faculty that people who might be better qualified for the jobs will take jobs elsewhere. Leaving the college with less qualified leaders to choose from. Ashton further reinforces Cassidy's statement about the negative environment:

> I have no idea what effects turnover, but if I were an administrator, I would feel like there was a negative environment because there's so much conflict because they're pushing an agenda on faculty and students. It goes against what faculty and students and staff want and need. And so, you're basically creating a war. And I wouldn't want to be an administrator in that position.

The situations are so challenging it is referred to as creating a war. There is an understanding that leaders often have agendas that go against what faculty, students, and staff want. This automatically creates a negative circumstance for leaders.

Leaders and faculty power dynamics. Even leaders who are well liked at the college and want to do the right thing find themselves overwhelmed. Quinn gives the

example of a former dean who seemed to be deeply committed to their work but ultimately left out of frustration from dealing with such a broken system:

> I kind of lost count of the number of deans in the last 10 years, but I know at least one of them, because I kind of stuck my head up for a minute. A very kind man, very genuine, enthusiastic. Wanted to advocate for his department's but was basically banging his head on the wall. I mean, he could not affect any change. I think it just became so frustrating and such a toxic environment that he decided I'm out of here. I don't need this. I'm working and nothing's happening. Except I'm feeling bad constantly. I think that's the case for a lot of folks, that it's from kind of an unwinnable situation to a toxic one, depending on what position they're in. And then they were, pardon my language, but fuck it, I'm going to retire, or I can go work at this college that's not a hot mess. And maybe even make more money or my cost of living will be lower. So, yeah, I think that was a lot of it is just an unpleasant place to work. So, people are bailing,

Leaders who want to make a difference for the college and their faculty find themselves in a toxic organization where nothing seems to be getting done. For a leader who wants to effect change it creates an unwinnable dynamic. For many leaders then the solution is simply to leave the college.

Some leaders choose to leave, though they have so little employment protections they can be removed at any time. Unlike faculty who have a union to protect them, the leaders can be released for no apparent reason. Cassidy reflected on the power imbalance between leaders and faculty. In theory faculty have less explicit power, but because their jobs are much more secure than leaders, they have the implicit power of their job security:

> There are no consequences for the faculty to be rude and mean to the administrators. For the full-time faculty, they have really no ramifications for their behavior. The thing is that leaders, they know they can be let go for almost anything which is stressful. They have very little job security. There doesn't have to be any kind of a process whatsoever to let them go. If you look at the evaluation process, there is this process where the faculty get to evaluate the administrators and they get to do it anonymously as well. And it's almost impossible for the administrators to lay off a full-time faculty member. So then there's no checks and balances for behaviors. So, what happens is you have

> faculty that are incredibly rude and mean and disrespectful to administrators, regardless of how good their ideas are. The decorum is so awful. The faculty basically beating up on the administrators. And if administrators do the same back to the faculty, they can easily get let go.

Faculty can behave towards leaders in any manner they choose. As other participants have already identified the faculty treatment of leaders can be quite awful. On top of the poor treatment, faculty also evaluate leaders. This creates a very difficult power dynamic. Leaders have more explicit power based on their positions, but faculty have much more job protection, especially tenured faculty. This creates an untenable challenge for leaders who manage people with protections far beyond what they have.

External threats to leaders. Beyond all the institutional challenges and conflicts with faculty leaders have other threats. Some of those threats come from outside the college and are deeply personal and potentially dangerous. Storm described one such incident:

> At one point the top leaders received a social media threat on a printed paper in their office, and then, one of the academic officers on the senate also received one. And they had printed out a number of personal pieces of information about them from the internet from different accounts. It will be reported it to the campus police. The administrator was like, yeah, this is just part of the job. Part of the job is accepting that people are not going to like me or they're not going to like some of my decisions and to have a thick skin. And there's something about that that, you know, like I get it. I understand that leadership sometimes can require taking on a kind of burden from people. However, this idea that it's someone's job to be the recipient of rhetorical barbs, because it's their role at the college or their role, it just doesn't sit well with me.

The incident described by Storm moves the leader experience beyond simply toxic to dangerous. Having personal information attached to threats presents the potential for violence. This is not a normal workplace situation, yet the leaders seemed to accept it as if it were.

In summary, faculty expressed concern, regret, and empathy for the treatment of leaders, while acknowledging the uneven power dynamic at play in their relationship. Faculty acknowledged that the mistreatment leaders receive from them and others contributed to a hostile work environment and helped contribute to leadership turnover.

Leaders were also aware of their mistreatment at the hands of faculty. They expressed it manifesting as outright attacks and microaggressions. London described it as always walking into a room expecting to be attacked by faculty:

> When you go into a room, it's like, Okay, where am I going to get stabbed in this meeting? Is it going to be in the back? Is it going to be in the stomach? Am I just going to be flicked on the forehead? Because I know there's going to be something.

The perception from leaders is not if I will be attacked but when will I be attacked. The imagery of being stabbed is particularly graphic and violent and reflects the severity of attacks leaders suffer at the hands of faculty.

Over and above the normal attacks leaders face from faculty are the microaggressions. They can take the form racists assaults or simply negative undermining language directed at leaders. Dakota reflected on microaggression and racism at the college: “There definitely are a lot of micro aggressions, especially towards people of color and the students perceive it. If students don't feel welcome, they don’t want they don't want to be there”. This demonstrates that faculty behavior is affecting the students as well as the faculty.

London focused on a different form of microaggressions:

> I think that a big part of what affects leadership is these constant critical micro aggressions. And the outright aggressions that leaders have to deal with, it is exhausting. It's toxic. And at some point, you know, I think once a month what the fuck am I doing this for? Pardon me. You know why? Why do I think I can make a difference when every meeting I go into someone has to remind me that

> I'm part of the evil empire? Not with my internal team, by the way. But there doesn't seem to be any desire sometimes to work in collaboration. It's reliving the past. Well, in the past those people didn't do it that way. The past leadership didn't do it that way. So, I'm going to punish the current leadership.

London expressed the exacerbation of "fuck it" which is a term faculty also used when saying why would leaders want to work at the college. As the leaders are under constant attack from faculty it makes it difficult for them to do their jobs.

It is clear the organizational trauma is impacting the leaders and the faculty are deeply contributing to that trauma for leaders. Leaders were not only aware of attacks from faculty but prepared for them. They clarified how some of those attacks seemed motivated by racism and the way that could not only impact leaders but also students. Leaders were seen as being part of something bad, therefore deserving of punishment by faculty.

Despite faculty's empathy, leaders were not experiencing empathy, they expressed being under assault by faculty. This highlights the cycles of an abusive relationship where people are acting out reinforcing negative relational dynamics. As faculty feels like victims and disengaged from collaborative decision making, they are lashing out at leaders.

Theme 2: Faculty's other contributions to turnover

Faculty consider leaders leaving the college as normal. Avery said: "I'm so used to them leaving that I don't even really consider them part of the dynamic half the time". Faculty acknowledged that the treatment leaders received made the college a less then desirable place to work. That sometimes led to underqualified leaders stepping in to fill the posts. In addition, faculty seemed to think that their relationship with students was

something missing for leaders. Faculty also expressed awareness of whiteness and institution racism.

Lack of appreciations. Faculty are aware that leaders are underappreciated for the work they do. On top of that, they are poorly treated by faculty. Cassidy pointed out: “They are under appreciated 100% when they do a good job. A lot of them are brought up unqualified because, people don't apply for the job because it's not a very good job and they're underpaid”. The underfunding of leader’s positions tends to attract less qualified applicants. Then the ones who do a good job are not recognized for the work they do. Kerry agreed with Cassidy and further stated:

> It's like, how does it feel to actually be an administrator here? How does it feel to be overworked? To have a lot of that labor, I think unseen and then to be under appreciated. And that's not to say that I have nothing but love for administrators, right? I think that there there's spaces where they could be doing more to lead and to facilitate.

Kerry acknowledged that leaders are underappreciated. They appear to be overworked while much of that labor goes unnoticed. However, there still is an expectation that leaders could be doing more.

Not only are leaders not recognized for the work they do, but they are sometimes targeted and degraded by faculty. Storm described it as: “I think, more than just not feeling recognized for their labor, but sometimes feeling degraded and maybe even targeted. And I don't even know if that's always the intent, but I perceive administrators feeling that way”. This demonstrates faculty’s awareness that leaders are not only underappreciated by them they are also targeted and debased by faculty. This clearly not a supportive atmosphere for leaders.

Complexity of the job and institution. There is a sense by faculty that leaders are not prepared for the complexity of the institution. Systems are so complex that a person needs to get data from the institution and information about the people who work there from their perspective. Rowan ruminates as to how complex and difficult it must be for a new person coming into the college, as there is a tremendous amount to learn from personnel dynamics to actual functioning of the institution:

> I think that must be a big challenge for a new administrator, because I don't think you're necessarily getting the broader understanding and context of what faculty are doing and what chairpeople are doing. So, there's a better connection between what you learn about data from, say, the Office of Instruction and what you're learning about the actual departments and such and the pace that you're not feeling overwhelmed. I think we have been in a fresh fiscal crisis for so long that they're just rhythms that it must be very difficult to spend time making these social connections between these certain groups of people so you can review processes and think.

Rowan pointed out that it is a complex institution with many interests throughout. The other challenge is that any leader coming in immediately must deal with an ongoing financial crisis, which underlines all the college operations.

The challenges of the organization are also historical. The history lies in how people used to do things. Faculty holds institutional knowledge regarding process and procedures. They often expect leaders to know how things work, without sharing that institution knowledge, while resenting leaders for not knowing information they do not have access to. Rowan comments about the habitual patterns of behavior that develop over time and how that makes the job more challenging for new people:

> I think one aspect and what I would know working with teams is that there are often times a lack of communication between groups of people in the college. And there are patterns like habitual patterns of behavior that develop, such as you've always done something a certain way because that's how you learned it. And that's how you just do it because nobody has said anything clearly for you to do otherwise. And if there's a new person coming on and if they're not necessarily

> getting really good training, here's what people typically do. It just adds to confusion with the turnover in various aspects of the college. It doesn't allow for people to really get a grip in a happy sense with the organization. And you probably think, Well, I could get a job at a smaller community, college or wherever and perhaps be better guided.

The patterns and habits faculty have developed towards former leaders often have negative impact on their relationships with new leaders. Faculty's withholding of community and institutional knowledge further challenge leader's ability to function effectively. The confusion and complexity of the institution is cited as a reason that leaders may want to leave the college.

Awareness of privilege and whiteness. Another challenge leaders face is faculty's privilege in the specter of whiteness and white privilege. Sloan reflected on experiencing their privilege and making sure they were not abusing other people with their privilege:

> And as a person who tries to be aware of their own privilege, like my whiteness, my class privilege, etcetera, I think about that in this context. And I don't want to abuse the voice that I have, and I want to use it for the right or just reasons. And I don't always know if everybody approach is it the same way.

Storm further reflected on whiteness in the institution:

> I do think about the role of whiteness and I think that some of these expectations and habitations of power come from a sense of entitlement and privilege. But it's not just about white people. Obviously. It's about the institution, too, and even that's the way that we sometimes lean on process. There might be a relationship here, we have a lot of administrators of color. Our administration is more diverse proportionally than our faculty. And they have a higher turnover.

The majority of tenured faculty at the college identify as white. Even those who are not aware of institutional racism and whiteness as privilege, may still be engaging in microaggressions. Those abuses take their toll on people of color in leadership.

Jealous of faculty. Faculty identified their relationships with students as another contributor to leadership turnover. Kai commented: "Administrators are simultaneously

jealous of teachers and understanding towards them. I still think it's our connection with the students and the fact that most of us really love our jobs". Faculty acknowledged that they tend to love what they do and have the reward of teaching. Considering many leaders used to be faculty, this could be something they used to find satisfying that is no longer part of their experience. Kai further reflected on the way teachers talk about how much they love their jobs and working with students and mentioned that could be hard for people in leadership to hear. Considering that many leaders come from the ranks of faculty, it could be an area of longing for leaders:

> I just feel like I've gotten that sense from a lot of administrators, like when we talk about how much we love our jobs, or we can go talk to our students and find out the answer to this question. It's like for them, it's kind of removed. I mean, they see students walking around, but there's no connection to them. And that's what the whole school's about. So, they're sort of distant from the purpose of their job, there's a disconnect, and that's not good for them. It's not good for anybody.

Not only do faculty love their jobs, but also there is a sense that they are more connected to the true purpose of the college. Faculty fulfill the mission of the organization by teaching and engaging with the students, a hands-on connection that is not available to leaders. Leaders are denied the opportunity to teach at the college. Anyone in a leadership role teaching, would be in violation of the union contract, denying leaders the opportunity to get the connection to students that faculty enjoy. In such a toxic organization it is a unique area of satisfaction and motivation only available to faculty.

In summary, faculty were clear how their relationships with leaders contributed to turnover. They identified their contribution in making the college an undesirable place to work, thus leading to the hiring of less than qualified leaders. Faculty saw their relationship to students as an area of envy for leaders. Finally, the complexity of the job

and institution, not being acknowledged for their work, and faculties engagement in supporting systemic racism in the institution led leaders to seek employment elsewhere.

In addition, leaders acknowledged the challenge they face working with faculty leaders. Despite faculty's desire to lead, leaders expressed concern at the behavior of the people they tried to lead. They pointed out the racial and gender biases. Finally, their inability to get things done and feeling underappreciated and waiting for faculty's next attack.

A key point identified by leaders was that they were leading leaders. As such, faculty are leaders in their classrooms, curriculum leaders, leaders in their departments, leaders on committees, and leading in union. London mentioned that working with faculty was like trying to manage young adults who are not used to boundaries and hearing the word "no":

> They're leaders. I think that's the challenge. You know, its leaders leading leaders. Yes. And that's why I kind of equated it to managing an adolescent because they do what, when, and how they want. And, you know, they can't do that. They can't drink while they're driving a car because they'll kill someone.

Faculty are extremely challenging to manage because they identify as co-leaders and have a sense of entitlement. As such, faculty are not always aware of the consequences of what they want, as they are do not always have access to the bigger picture.

Inflexibility and resistance to change can be challenging for leaders. Faculty often want to do things a certain way, usually their way and anchored to the past, and resist new ideas. Montana describes it like this: "One of the things that is especially difficult about where our institution is that we don't change well. We're good at making new things. We're not so good at letting things go. Even if they're not working anymore". This

demonstrates the challenges leaders faced to implement new ideas as faculty looks to the past.

Faculty bought up the issue of race and leaders further echoed those concerns. Dakota exclaimed: “But I also see it as racial and gender, because if you look at a lot of the people who tend to be, removed from position or reassigned from a position, terminated from a position are people of color”. Leaders are aware race is an issue. There is an unbalanced power dynamic between the predominately white tenured faculty and leaders who are people of color. White privilege and systemic racism embedded in the system is further threatening the jobs of leaders.

London talked about how frustrating it was to try to make faculty happy. Despite leaders attempts to accommodate faculty, some tenured faculty seemed determined to undermine leaders:

> The perception that they are very difficult to work with is there by the leadership. What the leadership experience is I’m going to do this right; I'm going to check all these boxes. I'm going to talk to all these people. They're shocked to find out that doesn't matter. You can check all those boxes. But as faculty, they respond with, we really don't have any agency. We're not required to have any agency. We have tenure. You can't fire us. And because you can't fire us, we can behave in all sorts of different ways.

As tenured faculty experience less agency in shared governance, they use the protection provided by tenure to lash out at leaders in frustration.

Leaders expressed several ways that faculty contributed to their turnover. The challenges by leaders included, leading faculty leaders who did not act professionally, navigating gender and racial bias, lacking appreciation and being constantly under attack by faculty.

Research Question Four

Research Question Four: What recommendations do faculty and leaders have to develop better relationships? Several themes emerged from this section. Faculty acknowledged the importance of having collegial relations with leaders. Also, shared governance and cultivating leaders from the ranks of faculty was another suggestion made by faculty.

Theme 1: Engage in respectful communication

Most faculty members had not reflected on their role in leadership turnover and retention. For example, Avery reflected on the importance of working on being respectful to leaders, to make their jobs more desirable:

> Well, it's interesting, because it kind of flips the responsibility. As a faculty member I think of what they are doing to try to keep me and trying to make sure that I stay. Not necessarily my responsibility as a faculty member to encourage someone in leadership that this is a school that we want you to be at. And this is the role. We want you to remain in this position. If I help cultivate that atmosphere where they may not want to leave, I guess I never want to take ownership over that area.

Avery summed up a common belief amongst faculty. It is the leaders' job to keep me teaching at the school. The first response was to be more collegial. Quinn added that they did not think there was much they could do to help with leadership retention, other than act in a professional manner:

> My knee jerk answer is I don't think we can. I think we're powerless to contribute to that, beyond just being professional, by not being a jerk when interacting with the administration. I mean, certainly asking for what we feel we need, but doing it in a professional way. I think it's probably the best thing we can do. If the faculty at the bottom are kind of more gracious, if there isn't toxins rising up from us, and that's one less distraction.

Faculty identified their agency in creating organizational climates where leaders would like to work. They recognized they could have an impact on leadership retention.

Respecting leaders and working with them instead of against them was suggested. Cassidy said: “The faculty should realize that we are part of a system. If they don't support their leaders, it's going to eventually hurt them. We need to come to the administration with constructive suggestions about how to improve the moment”. Positive constructive communication was identified as a way of improving leadership retention.

Faculty acknowledged that they could look for more constructive ways of handling conflict with leaders. Parker suggested instead of immediately confronting, faculty could try to take a more conversational approaches to their interactions with leaders:

> I think a much more productive way to handle it would be to find out who is responsible for that area and have a friendly conversation. Something like, this a problem and can you help me? It's currently very confrontational. We just go to the top, so it's that sort of communication and lobbying there.

Acknowledging their role in conflict allows faculty to find new ways to communicate and solve problems with leadership. This could allow for more collaboration.

Building relationships. Faculty explored the idea of building relationships with leaders. One way was to offer more support. Sloan reflected they did not have a relational connection to leaders in the way they used to:

> What can we do? That's a hard question, because I think we're always saying, what can they do for us. How can they help us be more effective? Like, what can I do as a faculty? I don't know. Maybe when new people come on board to reach out more to the new people and welcome them and give them support, but I don't know how we would do that. So maybe having more of a relationship with them. Before when people stayed longer, I kind of got to know them. I would know the deans and other administrators. They even knew my name. And now there’s all these new people. They don't even know who I am.

Rowan acknowledged the simple act of getting to know people's names could help to build connection. They could have more collegial relationships as they did in years past.

There was a desire to see those relationships rebuilt. For example, Jayden expressed the importance of acknowledging the humanity in one another. They equated the current communication climate to the callousness of how someone playing a video game could treat their opponents:

> The easiest way is for both parties to be able to talk to each other and see each other as real people. Instead of what we have at the college today, which are very deep divisions that just are so deep that you don't even consider that the other person is a human or a person that has feelings or that has maybe something to share with you. And I would think that you have to build the kind of the idea that we all work for the same institution. Instead of seeing each other as contenders or something like out of a video game.

Faculty expressed the desire for a deeper sense of connectedness. They wanted to rebuild community and bring people together. Kennedy further elaborated on Jayden's comments and mentioned the importance of acknowledging leaders when they really are trying to work in faculty's best interests:

> I guess maybe if the administrators demonstrate genuinely really wanting to hear what's going on and then if the teachers can contribute without kind of attacking them, which is sometimes hard because you feel like they never listen. It felt good to me when it seemed like that leader was listening. So, I think that's one way we can try to be. We can try to recognize when they really are trying to hear our concerns and address them, and we can try to meet them halfway.

Faculty acknowledged a need to change their attitudes and behaviors towards leaders, however if faculty believe leaders are working against them and not listening to them it is hard for faculty to take those steps.

Faculty acknowledged the need to be less reactive towards leaders. Rowan suggested faculty step back from constantly looking at every problem with a historical lens and step away from emotional responses:

> It sounds kind of snarky, I don't mean it that way, but for people to refrain from overreacting because I mean, everything is so emotionally charged for so many good reasons. It gets very stressful. And obviously there's always the pressure that things are going to be cut. And when those things combine, you become reactive. I think, for faculty, it's like to slow myself down and say, okay, what is actually happening right here. What question was posed, or what is the actual circumstance? And let's look at it versus having this historical response to something. That maybe just the speed of everything that is attacking us all the time. I think that would generally help us as faculty to help administrators because it becomes contentious so quickly. And like I said, I watch people who are administrators shut down, and then they're not listening anymore.

It can be very difficult to step back and take a neutral stand to situations, especially at an institution with so much organizational trauma and deep historical riffs. Rowan suggested that faculty need to pause, consider what is going on in any giving situation and react according. The challenge of that approach was acknowledged. However, faculty patience can produce constructive dialogues with leaders, who would then be more open to listen.

Acknowledging power dynamics and faculty privilege. Faculty acknowledged the importance of identifying their privilege in the context of their relationships with leaders. Tenured faculty have incredible privilege compared with leaders, simply due to their job security, which leaders do not have. Kerry suggests faculty step back from their privilege and use that power to be a positive force at the college:

> We have a tremendous amount of power as faculty to shape the culture of our institution. There are administrators who feel that they have far less academic freedom than we do as faculty, and there's a lot of truth to that. We need the administrators to carry forward the ideas and the energy that we have. but I think I have an ability to speak truth to power in a way that some administrators are afraid to. I mean, we're talking about job security. Tenured faculty are pretty gosh darn safe, right? Administrators don't feel a sense of job security. I feel like they're being threatened. And from all of these different directions, that faculty

> can take some of that power to participate in the culture and to think about more constructive, positive communications. That doesn't mean that we agree. That doesn't mean that it's always even peaceful or necessarily nice. But it means, at the end of the day, we still care that this is a person who I have to be in a relationship with at the end of the day.

Kerry understands there will always be disagreements but acknowledged finding constructive ways to deal with feelings will help build better relationships.

Some faculty even believed that faculty had too much power. Cassidy mused: “it would actually be good if there were some more checks and balances so that the behavior would be more pleasant”. Faculty was clearly aware of the power imbalances and the need for faculty to work harder to help the leaders.

In summary, faculty identified engaging in more respectful communication, working to build relationships, and stepping back and being aware of the power imbalance as ways faculty could help with leadership retention. Ultimately, faculty expressed a desire to build a collegial communication culture with leaders

Leaders also expressed the need to acknowledge the humanness in others, engage in respectful communication, and acknowledge the hard work and sacrifice that was inherent in leadership.

Leaders also acknowledged the importance of treating faculty with respect. They expressed the need to convey they are actively listening to concerns and open to dialogue. Leaders need to be willing to answer faculty’s concerns in an open and transparent way. For example, Brooklyn had several thoughts as to how faculty and leader relationships could be improved, focusing on the leaders themselves. They pointed out that faculty are as or more educated than the people leading them. Thus, the leaders needed to respect

faculty. The importance of open communication was expressed. They need to be transparent, open, and embrace communication with them, not hiding from faculty.

> How can faculty help with the leadership retention? That's a tough question because usually faculty have the best interest of their students first. And faculty also want a leader they can work with. You're as educated as I am, if not more educated than I am, so, I have to treat you with respect. Many administrators don't do that. They don't treat people with respect. I'm not saying I'm going to agree with everything that you tell me but at least I'm going to ask you for your opinion. Communication, you hold open meetings. Where you will you give a statement of the college. You talk about the college, and then people ask you questions, and you answer them. And if you don't have the answers, you go find the answers and you send the answers to them. That dispels to a certain extent the mists of secrecy that shrouds leadership. Many leaders resent the fact and are apprehensive of standing in front of the group of faculty and on top of that are unwilling to field the questions because some of those questions may be questions that are not easy to answer. Invite people to question you, to ask why you do what you do and then explain. Explain what you are doing.

Leaders fail in their communication with faculty if they try to keep secrets or withhold information. Brooklyn clearly valued open and frequent communication with faculty members. If leaders were open and honest about what was transpiring at the institution faculty would be more receptive and have better relationships. By doing this, faculty would be more invested in the actions and success of leaders.

Leaders desire faculty's empathy. They want faculty to approach them as if they are on the same side. Paris reflected on how challenging their job is as a leader. They would like some sympathy, understanding, and patience from the faculty:

> I think sometimes it's good to just understand that being an admin is extremely hard. It's a very hard job. The chance of being a vice chancellor is a super difficult road to be in because they're serving many masters and at the end of the day, they can only do so much, because of our budget situation. They could certainly be a bit more understanding of how complicated and how complex our jobs are and to be a bit more forgiving, a bit more understanding and patient and know that the intent is to wake up in the morning and not to harm faculty. The intent is not to wake up and screw everybody over. That's never the intent. It's just that we're shackled with some really hard decisions. And nobody wants to make hard decisions because hard decisions imply that there will be negative impact.

Leaders want to be understood. They want faculty to know that it is not their intention to harm them, but they are working for the same greater good. London further added that they would appreciate being acknowledged for the hard work they do and asked faculty not to be so quick to attack them:

> Be nice. What does that mean? I think if there was some grace and space, if there was an understanding that we're doing our absolute best. I'm not saying there are perfect administrators out there, and I think there's probably some administrators that need to move on. Maybe they need to move out of education at the same time. There are some leaders that are doing their absolute best and are doing meaningful work. And there needs to be an acknowledgement of that. And a willingness to put down the sword on the part of faculty.

Leaders want faculty to understand that, just like faculty, they are doing the very best they can. They want to be treated with dignity and respect, to be acknowledged for the hard work they do, and want better relationships with faculty.

Leaders expressed the need for open and respectful communication with faculty. They also wanted faculty to acknowledge the struggles and hard work that go with being a leader. Leaders acknowledged if they conveyed, with more transparency, what was going on and how it was being dealt with, faculty would be more receptive to them. At the end of the day, both parties want to work in a more open and positive communication climate.

Theme 2: Encourage faculty to lead while collaborating in decision making

Faculty focused on collaboration, encouraging more people to take on leadership roles, and cultivating leaders from within the college.

More collaboration was viewed as a benefit to everyone. Kai stated: “The government in a community college pits administrators against faculty. It seems as if we could create a structure that didn't do that, it would run a lot more exclusively and benefit

our students more". Kai believed faculty and leaders working together can help fulfill their purpose of student success.

Faculty expressed the belief that collaboration could help refocus the college back to its mission. Ashton suggested that leaders have been moving away from the core community focused values of the college by having a bureaucratic approach:

> Reverse direction on the road they're on, go back to the original mission of the college, reverse direction on the corporatization of the college. focus on the actual values of what the college is supposed to be, which is a community college for the people.

The bureaucratic model, not favored by faculty, is seen as top down. Instead, the collegial model would be a more horizontal structure for the college.

Kerry suggested more collaboration between leaders and faculty was the key and could ultimately help to solve the problems that have vexed the college, such as more job security and better working conditions:

> A better bureaucracy and processes that make more sense and honor people's time and honor people's voices and their contributions and what they bring to the table. That's why I like collaboration. I mean collaboration is to me such a big piece of the process that should guide what will make you feel a sense of job security is what will allow us to co-create the working conditions that we all need and to be open to learning what working conditions other folks need

Collaboration was deemed critical in satisfying faculty's needs.

Collaboration could end the organization's ongoing state of crisis. Cassidy commented that despite the constant state of crisis it is important the people slow down and listen to one another, pointing out that if we do not do that, we could very well miss the solutions the college is seeking:

> Every once in a while, there is a good idea that's offered that a faculty member, or sometimes even a student or administrator, will offer. And even though we're in crisis, we could say, well, you know, we are in crisis to a certain extent, but maybe we could still do that idea anyway. And being in a crisis and doing that

> idea because we don't even bother with the ideas because the crisis is ongoing. So, is it possible to take some time out of crisis management occasionally and look at some of these other ideas?

There is a strong sense from the faculty that if they were more active in decision making the college could move closer to its vision, better serve the students, more successfully meet the needs of faculty, and possibly solve some of the endless vexing problems steeped in the organization.

Leaders from faculty ranks. Faculty was deeply invested in collaborative decision making and developing faculty for leadership roles. There was a belief that the best college leadership could come from faculty. Sloan thought that leaders should actively encourage faculty to engage in leadership: “You know what would make what else would make a difference? And I think having leaders to believe in us encourages us recognizes and to have them, the leaders, help other people become leaders”. Kai added: “I think that the leaders should come from the ranks of the faculty. I think it should be a requirement that you come from the faculty rungs, and certainly we have the talent”. There was belief that leaders should be coming from the ranks of faculty.

Faculty wanted to encourage more people to take on leadership roles. Storm commented that there are some faculty embedded in the governance of the college, but more need to be encouraged. Over time, insular unhealthy communication habits develop. Bringing in new people can help to prevent this from happening:

> There's a solid core of the full time, part time faculty that do a lot and become a regular part of the participatory governance strategies and processes. And I'm happy to do some of that. But I think that when you have the same people over and over again, it allows for some negative communication habits to be maintained. You have fresh perspectives when you bring in new people. New people can share power a little differently. That can change the dynamic in a lot of ways.

Storm identified the same people engaged in faculty leadership roles. This leads to communication patterns that can have negative ramifications. More people should be encouraged to participate. Fresh voices and perspectives can be brought in to avoid negative communication behaviors taking place as well as groupthink. This would help broaden the potential talent for leadership.

There are those who believe that the college should be run exclusively by the faculty, staff, and students. In that sense, not only would the faculty be leading, but the staff and students would also have a more engaged role. Ashton took a more extreme tone, suggesting that the people leading the college should be removed and a cooperative approach should be taken:

> I think that all administrator positions should be faculty and staff and should be in a collective. I think it should be a collective administration by the people who are affected. So, there should be no administrators. That should be faculty, staff and students who could run the college more effectively and kick out the administrators. And then administrators would be much happier because it would be working cooperatively with their colleagues.

Even if collegium is not achieved as a model it does bring in an important concept. The idea of cooperation is critical to the success of the college.

Faculty expressed interest in more collaboration in decision making, a more active and dynamic role for faculty leadership, cultivating leaders from within the faculty ranks, and even approaching the leadership structure as a cooperative with faculty, staff, and students leading the institution together.

Leaders also had strong ideas around collaborative decision making. They believed that if everyone pulled together and collaborated the organization could be turned around. This would require everyone to actively work together. Brooklyn firmly

believed that everyone working collaboratively together could solve the problems of the institution:

> Talking to your colleagues. I mean, we talk about that a lot. Your unions, the other constituent leaders, the department chairs and the faculty group. I talked to them all the time right now to better understand why we are going through all those problems. There's no reason why we shouldn't be able to fix it. I guess if we all work together and invested in the success of the institution, we should be able to make it happen.

Leaders expressed the need for a more collegial organization. Montana believed success would come from engaged faculty and cited the need for rotating faculty leadership. If people never rotate out of roles, this limits involvement from people who could be future leaders:

> One of the ways that would be helpful, is a relationship sort of thing. It's important for us to give faculty the opportunities to see what's going on. There is a certain segment of faculty that are very engaged in what's going on in the college. And then there's a lot of people that aren't and so you wind up seeing the same people over and over again who participate at our government's meetings, and you get into the same sort of a thing. We're going to rotate this a little more often. We're not going to have the same department chair for 27 years. We're going to give other people an opportunity. I think it would be helpful, just because it would help avoid some of the things that are challenging for me.

Leaders believed that faculty involvement would be useful, but it would require some changes. Currently, the same people are involved, and the same dynamics play out. Faculty had similar concerns. Rotating faculty leaders would allow new leaders to emerge, engagement from more people, and a broader collation working together. Collaboration could move the college forward.

Part of the process was the need for patience and constructive collaboration. Paris stated that we must work to be open and positive in the approach we take to get things done. Also, that the road to healing is a long road:

> Providing positive ideas, as opposed to shooting down or criticizing. It's very hard for admin to get the job done. But it is people's lives at stake. At the same time people have to understand that the college can't be turned around in a year, it's going to take years of working together through hard times.

Clearly, leaders are open to new ideas and feedback. The process of turning around the college is long and arduous, therefore there is a need for everyone involved to exercise patience.

Faculty as leaders. Leaders acknowledged the need for faculty to come up through the institution and become part of leadership. Montana stated: "I mean, a couple of different things come to mind. One of the things is opportunities for promotion within the institution". There needs to be more opportunities for faculty to take on leadership roles in the college so they can move into leadership.

The process of becoming a successful leader is also a lengthy process, without shortcuts. There is a sense that leaders should come from the ranks of faculty. The sure way to understand the institution is to work your way through it. There is a need for the individual to experience all aspects of leadership to be successful. Brooklyn elaborated on the necessity of colleges growing leaders from the ranks of the faculty:

> Leaders very often. those who want to be college presidents, believe they need to rush to be president and in that rush to be president, they do not have an understanding of how an institution works. Successful president moved from the bottom all the way to the top. Understanding what it means to be a faculty by doing the job of the faculty, understanding what it means to be a chair, what it means to be a dean, what it means to be vice president and then the president. So, you understand that whole linear rise from the bottom to the top. When you have people that just jump to the top or come from outside and become the president, there is a disconnect because they will have all those great ideas about what the Academy should look like. But don't know what the Academy is. They've never been in it. So, what kind of respect do you think faculty are going to have for them?

The complexity of a community college is not something that someone from another industry can walk into and comprehend quickly, it necessitates some institutional knowledge to become an effective leader. Faculty are well placed to take up that call to leadership.

Leaders expressed a desire to collaborate with faculty. They also acknowledge that faculty respect leaders who have experienced the job that faculty does. They suggested more opportunities for leadership roles and opportunities to move into leadership.

Both leaders and faculty agreed that respectful communication by faculty could help with leadership retention. Another point of agreement was creating more opportunities for faculty to take on leadership roles. Both parties also agreed that it is necessary for successful leaders to start as faculty and rise up through leadership, bringing their institutional knowledge with them.

Phase Three

Summary of Findings

The survey data from Phase One demonstrated that leaders did seem to understand faculty's desires. Faculty's top three desires were job security, good working conditions, and good wages. Leaders identified the same desires for faculty. The top three items were hygiene factors according to Herzberg's motivation hygiene theory. This result suggested that other factors other than perception of needs could be impacting the relationships between faculty and leaders.

Faculty expressed relatively high levels of motivation at their jobs, with most wanting to stay at the CCC. Therefore, other factors may be motivating faculty to stay at

their jobs. For instance, interviews with faculty identified working with students as their highest level of motivation.

In Phase Two the interviews demonstrated a different interpretation of leader's perception of faculty needs. Despite the agreement of the survey, faculty and leaders had disagreements on how those needs were met and in some cases what they mean. That led to suspicion and conflict between the two parties.

Leaders and faculty both identified the items most desired by faculty were at the level of basic survival needs. Those items were job security, good working conditions, and good wages. Maslow's hierarchy of needs was cited by multiple participants. Most faculty and leaders were unsurprised that faculty's basic survival needs were not being met.

Another important theme that emerged from the interviews was organization trauma. Many participants expressed frustration and concern with the crises the college has endured over the past decade. Many incidents from an accreditation crisis, to budget shortfalls, to class cuts, and job losses were cited. Participants described a toxic and hostile workplace of an institution in a chaotic state. This could be one of the causes of the most basic needs not being met and faculty operating from survival mode.

Job security and insecurity were themes experienced by faculty and leaders. Due to the budget shortfalls and class cuts, even tenured track faculty expressed concern about the stability of their jobs. Leaders also expressed concern at the lack of security in their positions.

Good working conditions were defined from the physical and metaphysical spaces people inhabited at the institution. The physical conditions were described as lacking in

basic materials to perform faculty jobs while they worked in dangerous and hazardous buildings. The work atmosphere was described as toxic and distrustful. Frustration was also expressed by leaders at not being able to do their jobs as part of their working conditions.

Good wages were seen as a desire to live in a region of the country that is considered one of the most expensive places to live in the country and maintain a modest lifestyle. Faculty were not looking for high wages, just seeking living wages.

Along with the continuing crises at the college, communication has broken down, with faculty feeling distrustful towards leaders and expressing the desire for more communication with and from leaders. Communication breakdown was an area of conflict between faculty and leaders. It was made clear that neither side was engaging the other in productive or constructive communications. Leaders expressed frustration with the poor communication with faculty, making their jobs more difficult to perform.

Resources and shared governance were major areas of conflict as faculty desired to be included in decision making. Faculty wanted the power structure in the college to be horizontal, which was in conflict with the leaders view of a vertical structure. Leaders saw faculty as a hindrance in their ability to do their jobs successfully.

Faculty did express empathy for the way leaders were treated. Leaders were also aware of their mistreatment at the hands of faculty. Faculty acknowledged that the treatment leaders received made the college a less than desirable place to work, which sometimes led to underqualified leaders stepping in to fill the posts.

Also, faculty seemed to think that their relationship with students was something missing for leaders. Many leaders came from the ranks of faculty, as working with

students was a great source of motivation for faculty, the lack of that experience could be impacting leaders.

Faculty also expressed awareness of whiteness and institutional racism. Many of the tenured track faculty are white, while there is much more representation of people of color amongst the leaders. As white tenured faculty had the most job security and leaders who were people of color had almost no job security it supported institutional racism.

Leaders acknowledged the challenge they face of leading faculty leaders. Despite faculty's desire to lead, leaders expressed concern at the behavior of the people they tried to lead. They pointed out the racial and gender biases. Finally, their inability to get things done and feeling underappreciated and waiting for the next attack from faculty. There was a sense from leaders that they had no support from faculty.

There was agreement by both parties that they could work together to produce more productive communication outcomes. Faculty acknowledged they could help by being more respectful of leaders and treating them like fellow human beings. Leaders expressed the need for acknowledging the humanness in others, engaging in respectful communication, and the hope that faculty could recognize the hard work and sacrifice that goes into leadership. Both groups expressed the need for open and respectful communication.

Faculty expressed the desire for a more collaborative institution, encouraging more people to take on leadership roles in the institution, and cultivating leaders from within the college. Both parties expressed the need to encourage faculty involvement in decision making. Also, creating opportunities for faculty to explore leadership roles and move in administration was suggested. Leaders expressed a desire to collaborate with

faculty. They also acknowledge that faculty respect leaders who have experienced the job that faculty does. They suggested more opportunities for leadership roles and opportunities to move into leadership.

Ultimately, they expressed a desire to work together and achieve institutional success. Kennedy underscored a sentiment that many seemed to share, a love of the college and deep connections it has to the community:

> Everybody that I know who works there works there because we love the institution. Yeah, you know, that's one nice thing**.** In the city I have found that everyone has some connection to the college, it's like six degrees of separation. Either they went there, or they worked there or their sons of a security guard there or their uncle was a student there. And it's so wonderful. It's a true community college. I mean, it's an amazing place.

CHAPTER FIVE

DISCUSSION

Summary

The purpose of this mixed methods study is to examine leaders' perceptions of faculty's needs to examine its influence on CCC leadership retention. The relationships and perceptions of faculty and leaders were examined through a survey and interviews. The survey revealed that CCC leaders understood faculty's desires. Their top desires reflected more basic hygiene needs than motivation factors. The interviews revealed that faculty's motivation was serving students.

The interviews further reported in Chapter 4 revealed faculty and leaders' relations did have an impact on leadership retention. Despite leaders' understanding of faculty desires, those needs were not being met. This created conflict between the two groups, which was further exacerbated by the erosion of faculty governance and the move by leaders towards a more bureaucratic governance model. Over time, the relationships between the groups eroded and helped to foster a toxic organizational environment. The erosion of trust and communication breakdown helped to increase leadership turnover.

This chapter presents discussion of the findings, conclusions, implications, recommendations, and concluding reflections.

Discussion

This section focuses on the four research questions that framed the data collection and reporting in Chapter Four.

Research Question 1: What are perspectives of faculty and leaders regarding faculty needs?

Contrary to Lindahl studies, faculty and leaders had common perceptions of the most important faculty needs. The highest needs expressed by faculty were hygiene, not motivation factors (per Herzberg's motivation hygiene theory). Even though hygiene factors were not met, faculty did express satisfaction and work motivation at CCC. Thus, one could assume that other factors influenced faculty satisfaction and motivation. Leaders also expressed motivation to work at CCC. This implied that other motivation factors were important to faculty.

Although faculty and leaders agreed on needs, they differed on methods. Some faculty believed that the union should be taking care of their needs. Leaders appeared to have other priorities including addressing statewide policies and focusing on the urgent college crises, i.e. accreditation rather than on faculty's issues. This divergence of attention resulted in a lack of communication between the two groups.

Faculty and leaders expressed different interpretations of the meaning of the needs due to their lack of communication. Having a broader sense of the organization, leaders thought they did understand what faculty's truest desire was, to serve the students. While that did turn out to be faculty's main motivator, that desire did not help meet their basic needs, such as job security, good working conditions, and good wages.

There was considerable agreement between faculty and leaders on these basic needs, as both groups identified faculty's desires as being at the lower levels of Maslow's hierarchy of needs, struggling for their basic survival needs. Despite leaders apparent understanding of faculty needs they were not being met.

The highest faculty desire was job security. Although almost by definition part-time faculty have little job security, this also turned out to be an issue for full time

faculty. Even tenured track faculty, who have job security for life, worried about their employment. The continuing crises the college experienced, along with job reductions, department downsizing, and, in one case, the elimination of an entire department created job insecurity at every level of faculty. Leaders, serving at the will of upper administrators and trustees, had even less job security than faculty, and shared in faculty's sense of job security.

The next highest need expressed by faculty was good working conditions. Faculty identified good working conditions as physical spaces, relational spaces, and the ability to do one's job. The physical spaces at the college were in varying states of disrepair at times creating unsafe working conditions. Faculty expressed concern that the basic tools they needed to do their jobs, such as technological support, even copy machines, were not in working condition or available. As well as desiring better physical working conditions, their relationship spaces were also a concern. Faculty desired to be in a collegial environment and be able to communicate with their leaders. Leaders had many of the same concerns as faculty.

Good wages represented the third highest desire of faculty. Their need was to earn wages enabling them to live and work in their community. In essence, they just wanted a middle-class lifestyle. This was hindered by pay cuts due to budget shortfalls and the overall financial crises of the college.

It appears that leaders' understanding of faculty's desires emanated from leaders wanting many of the same things. Despite the common interests in more job security, better working conditions, and good wages, those basic needs were not being met. The lack of communication between the faculty and leaders made it hard for them, despite

sharing this common perception, to collaborate and to try to solve these common problems.

Research Question 2: In what ways do differing perspectives between faculty and leaders regarding faculty needs affect the relationships between faculty and leaders? In particular,

a. How do those perceptions create conflict interpersonally, around resources, and shared governance?
b. In what ways do these perceptions and conflicts affect faculty support for leaders?

The relationships between faculty and leaders were negatively impacted from the breakdown of communication. Over time, the college moved from a more collegial model of governance to a more bureaucratic model. This movement caused an erosion of faculty governance and created tensions in resource allocation. During this time, the college has experienced organization trauma as it continues to go from crisis to crisis, with no time to reflect and heal.

The communication challenges relate directly to the bureaucratic model of management the college has adopted. As the levels of management increased, the communication channels between faculty and leaders became more challenging and distant. The levels between groups became more rigid and pronounced. Ultimately, faculty felt they were not being consulted and "talked to" rather than "spoken with" as partners of the same institution with a common mission, to educate students.

During this same period, the role of faculty governance was diminishing as the number of faculty committees was reduced by one of the chancellors to about two-thirds from their peak. This gave faculty less of a voice and decreased their sense of agency.

There was less interaction and shared decision making with leaders moving to more top-down decision making. Leaders have administered the college without adequate input from faculty, leaving faculty feeling powerless over the direction of the college.

This sense of powerlessness created resentments from the faculty towards the leaders, which in turn led to faculty experiencing lack of trust. The feelings of anger and loss of trust have manifested in faculty lashing out at leaders. Tenure, with its job protections, has become a tool for disenfranchised faculty to express their anger, though often in counterproductive ways, such as verbally abusing and dehumanizing leaders.

The result of faculty lashing out has been a further breakdown in the relationships between faculty and leaders. Given these conditions, leaders actively avoid interacting and speaking with faculty. This further enhanced the rift as faculty did not have their voices heard. In their frustration they often engaged in behavior that makes it difficult for leaders to interact with them.

All of this has been further exacerbated by the ongoing crises the college has experienced. Collectively, the faculty and leaders are experiencing organization trauma. There has been no time to process and work to repair relationships as the college continuously fights for its very existence. Despite the need for partnership, in times of crisis it is hard to attain.

Faculty and leaders both want to engage in more collaboration. Leaders expressed a desire for more faculty support. At the same time, faculty also want to be heard by leaders and actively engaging with them. Despite the lack of support for leaders currently, the desire to collaborate could help heal their relationships.

Research Question 3: In what ways do these conflicts impact leadership turnover?

Despite their differences, faculty was very clear as to their contribution in leadership turnover. The toxicity of the institution was cited as a key reason for leadership turnover as well as faculty behavior towards leaders. Also, the power imbalances in their relationships were acknowledged. Faculty did express regret and empathy for their role in leadership turnover. Notwithstanding, the unprofessional behavior of some of their colleagues, many of the faculty had compassion for those in leadership.

Firstly, faculty identified the overall toxicity of the institution. The relationships between faculty go from aggressive and angry to non-existent. Leaders are literally broken down in the college to states of tears. Faculty talked about breaking one of the chancellors, who was someone they liked. The anger and frustration from faculty at not being included in decision making, not having open communication, and struggling to meet their most basic needs permeated the college, thus creating a hostile work environment for leaders.

Faculty was concerned by the unprofessional behavior of some of their tenured colleagues towards leaders. The frustration by some faculty was so intense that they became abusive in the ways they communicated with leaders. This is an abusive use of faculty's power, as they have job protections leaders do not have. In contrast, leaders must communicate professionally regardless of faculty behavior.

Another relational issue around tenured faculty and leaders is whiteness. The majority of tenured faculty are white. They not only have the privilege of tenure, but they also experience the institutional privilege embedded in the racism of whiteness. As many

leaders are people of color, that makes the abuse from white tenured faculty that much more virulent. Even if they are not explicitly coming from a place of racism, institutional racism is supporting faculty's attacks on leaders of color. Thus, creating another power dynamic for leaders to contend with.

The toxicity of the institution, tenured faculty, and institutional racism creates complex power dynamics for leaders to navigate. Even though leaders explicitly have more power, faculty have many ways they can undermine them. This can add to an already toxic organizational climate and gives very little incentive for leaders to stay at the college.

Research Question 4: What recommendations do faculty and leaders have to develop better relationships?

When asked, what recommendations do faculty and leaders have to develop better relationships, most of the faculty expressed surprise at the question. The general response was that it was something they had not considered. However, they did have several constructive ideas.

Firstly, faculty identified helping to socialize the new leaders. This required them to be patient and understanding, with realistic expectations of new leaders. Faculty acknowledged that they should not expect leaders to understand such a complex and difficult organization right away. They saw it as their job to help inform and help new leaders understand the complex systems of the organization. Faculty needs to make an effort to meet new leaders and welcome them to the college. As faculty have institutional and historical knowledge, the sharing of that knowledge and supporting new leaders is critical to their success.

Effective communication was the next point of agreement amongst faculty. They had to engage with their leaders, by actively listening while stepping back and not immediately reacting. They should learn the names of leaders and acknowledge them by saying “hi” when they see them. Ideally, engage in informal and open conversation to build trust and connect at an interpersonal level. Finally, all conversations need to be kept civil and professional.

Engaging in a collegial manner with faculty was deemed important to building better relationships with leaders. Within the college, faculty expressed the desire to work on their relationships with leaders. They expressed the importance of not seeing them as opponents but as allies and colleagues. This required faculty to change their attitudes and behaviors towards leaders. Faculty needed to stop perceiving current events as connections to historical trauma and letting the emotions of the past cloud their feelings towards leaders. This meant they had to give new leaders a chance, instead of judging them by the sins and mistakes of their predecessors. They needed to see them as fellow human beings. Faculty was keenly aware that they needed to be aware of their privilege in their relationships with leaders. Instead of using that privilege as a weapon against leaders, find ways to support and collaborate with them. Give them more understanding and patience, while working to build relationships with them.

Lastly, faculty identified building better relationships with leaders through more collaboration in decision making and shared governance. Faculty and leaders agreed that more collaboration was needed. They even saw their collaboration as one of the primary means of solving the college’s seemingly endless crises. Collaboration requires more communication and if that communication is open and honest, it will help to build trust.

This can be accomplished with more professional development to prepare faculty leaders while creating new roles and responsibilities to augment collaborative decision making and encourage rotation of chairs and committees to provide more faculty experience in leadership. Those opportunities for service would ideally lead to more qualified faculty rising up and taking on the role of leaders at the college.

Conclusion

Perception theory and relationship maintenance

Perception theory helps explain the communication divisions and misconceptions that can develop between leaders and followers (Parker and Axtell, 2001). Both parties did appear to empathize with the other, though the lack of communication between leaders and faculty made it difficult for them to fully understand one another. These misunderstandings eroded trust and as trust further eroded communication broke down even more.

Despite the empathy they expressed for each other, there was too much distrust to engage in any kind healthy or constructive communication. The communication breakdown led to only two types of communication being practiced, avoidance and aggression. Those are not healthy or productive communication responses, though it is hard to change to a healthier model without time to heal.

The overall organization climate at the college was so toxic that it made it difficult for faculty and leaders to do much more than react to crises. By doing so, they kept reacting to each other and reinforcing negative communication or shutting down all together. Despite their apparent understanding, empathy and desire to come together and collaborate, they were locked in a toxic cycle.

Relationship maintenance.

The constant and ever evolving nature of relationships means that it takes effort to maintain them (Alder and Russell, 2014). The relationships between faculty and leaders have devolved to a level where they find themselves engaged in a perpetual toxic organizational climate.

Faculty and leaders expressed the desire for more open communication. This would be a positive first step in turning things around at the college and creating a better organization climate. The open communication characterized by dialogue not monologue would lead to more trust.

It will take time to build trust, and as it starts to develop it will open more opportunities for change. Trust will allow faculty and leaders to move from avoidance and aggression to accommodation and collaboration. Accommodation will be necessary at times, while the ultimate goal should be collaboration. Both parties expressed the need for collaboration to help heal the college and survive the crises. This could be achieved by increasing faculty's role in governance.

Critical followership

The study helped support the emergent theory of critical followership. The collegial relationship between faculty and leaders at community colleges is much too complex to be analyzed only through the lens of critical theory or followership alone. Critical theory examines the elements of power and privilege that exist in all relational spaces. It also examines the social roots of oppression as an influence on individual's behavior and actions (Leonardo, 2004). Followership theory examines the relationship between followers and leadership. In an effort to advance the development of critical

followership, Figure 4 illuminates the power dynamics and elements of privilege and power from the voices of faculty and leaders in this study. This provides an initial framework for forces that influence critical followership, either driving movement toward or blocking collegial relations, the essence of critical followership in academic institutions.

Figure 4: Faculty-Leader Collegial Relationship: A Forced Field Analysis

Negative Forces (Hindering)	**Positive Forces (Helping)**
Lack of trust	Advancing faculty leadership
Sense of powerlessness	
Unmet basic needs	Leader understanding of faculty
(wages, security, working conditions)	
Corporate organizational language	Respectful communication
Impact on students	
Organizational hierarchy	Collaborative decision making
Lack of collaboration	
Organizational trauma	Transparent power dynamics
Lack of empathy for leaders	
Lack of appreciation	Effective communication
Complexity of the institution	
Institutional racism	Relationship maintenance
White privilege	
Faculty tenure	Collegial organizational structure

Faculty and leader relationships at CCC have unbalanced power dynamics. Leaders have explicit rank and power, yet faculty have the power of unions, faculty governance, and tenure. The union would not be uncommon in a followership

relationship; what is uncommon is followers with almost unlimited job security and leaders with minimal job security. This allows for behavior from tenured faculty that would not be tolerated in other professional spaces.

Faculty governance is designed to be shared governance with leaders. Over time, this has diminished as colleges have moved more toward bureaucratic models of governance, as faculty's role in decision making has declined it has caused deepening resentments towards leaders. Faculty leaders expect to be consulted in decision making.

In the CCC for this study, the majority of tenured faculty are white and many of the leaders are people of color. Whiteness can obscure privileges that white people have access to, such as the way they are represented in media, their inclusivity to the dominate group, and not having to represent their race (Solomon, Portelli, Daniel, and Campbell, 2005). That creates another power dynamic giving faculty the power of institutional racism. Whiteness can inform behavior and expectations as it manifests to support institutional racism. Some interview respondents discussed witnessing microaggressions against leaders of color. The dimension of race adds to the intersectionality of their already strained relationships.

Tenure, faculty governance, and institutional racism along with an organization in continuous crisis mode are all elements that need to be considered in the follower-leader dynamic. Critical followership as a theory demands that the complexity of their relationships be examined and analyzed from every angle. The result should be action towards equitable change. The intersectionality of all these components have led to a breakdown of communication and trust between two powerful groups trying to lead and struggle over limited resources.

In conclusion, previous studies suggest that community college turnover stems from the lack of dynamic leadership, the ineffective leadership succession processes, the lack of professional training and development, as well as discontent from stakeholders and outside forces. This study adds the dimension of faculty and leader relations as a cause of leadership turnover. Although CCC is a single case study, it does help to identify the importance of faculty and leader relations and how the dissolution of those relationships can contribute to leadership turnover.

Recommendations for Future Research

Based on the review of literature, this study has opened a new possibility for future studies. The recommendations for future research are suggested below.

1. Expand this case study to other community colleges to further investigate and advance the theory of critical followership. There are several factors that would need to be considered in the expansion of this study. The predominance of white tenured faculty working with people of color in leadership roles needs to be examined further to see if that has an impact on leadership turnover. Not all community colleges have department chairs and that variant needs to be analyzed. Organizational health and state of the college studied needs to be considered, e.g. are they experiencing budget crisis and/or high leadership turnover. In more comprehensive studies, include data on race, sexual orientation, age, and gender to investigate varying experiences and to find opportunities to foster more organization equity.
2. Replicate and augment the needs survey part of this study at a statewide level in California to discern the soundness of Herzberg's motivation hygiene theory as it

relates to community colleges. Race, gender, age, and sexual orientation could be added to a statewide study. It would be much easier to protect the identity of participants if all CCC's were included in a single study, due to the potential volume of participants. This would allow the research to identify groups having different experiences and allow for a more critical analysis. Separate analysis should be investigated including colleges with and without department chairs and compare data to see if middle level of management is a factor influencing Herzberg's outcomes.

3. Expand this study to include other constituents of community college organizations, such as staff and students to discern other dynamics impacting leadership turnover and critical followership. Prior to the current investigation, a field study was conducted at a CCC. The results were similar to this study, though limited to only a few participants. A larger study focusing on staff and leader relations could help to determine if the relationships between leaders and other constituents impacts leadership turnover. Further research on this topic could help to fill the gaps in the current literature.

Recommendations

Based on the study the researcher recommends the following professional development interventions.

1. Prepare deans, department chairs and faculty leaders for leadership roles and mediation training. To perform the roles and responsibilities, academic leaders need to hone their skills, such as communication, performance coaching, negotiations, and resource development are more readily teachable than complex competencies such as strategic vision, which requires a long gestation period and

involves long gestation period and involves a multiplicity of skills. “Many academic leaders identified meditation as the skill needed to be an effective leader” (Gmelch & Miskin, 2011).

2. Create more open and transparent communication between faculty and administration by: having clear channels of communication, transparency from leaders regarding college management, opportunities for faculty and leaders to serve on committees together, regular question and answer sessions with leaders, and annual inventories to gauge alignment with the college’s mission and vision statements reviews. This is ongoing work that will take continuous and concerted efforts by faculty and leaders.
3. Strategically place innovative governance practices to move higher education organizations from bureaucratic management systems to collegial governance. This would require: emphasis on consensus decision making, clearly defined systems for power sharing, with mutual and shared authority (Birnbaum, 1988). Establish relationships that are “informal, non-hierarchical, and long term (e.g. tenure)” (Bergquist, 1992). Encourage a diversity of perspective and relative autonomy of work in a “loosely coupled” system (Birnbaum, 1988).
4. Create more opportunities to prepare faculty and ultimately create pathways to administrative leadership. Encourage junior faculty to take on leadership roles. Encourage rotation of faculty leadership. Create mentoring and coaching programs. Establish training programs for department chairs. As stated by Gmelch and Schuh, “it takes 10,000 hours of practice to reach competence. Only 3% of department chairs receive training in leadership” (2004). Encourage faculty

leaders to identify organizational challenges and establish committees to enact change in concert with leaders.

Personal Reflections

It is important to express gratitude for the access granted. People were incredibly open and honest, with several of the interviews feeling like therapy sessions. The interviews felt very cathartic as participants shared their trauma. The honesty and openness of the participants helped create an outcome far beyond what was expected. I hope that this dissertation can be part of the healing process for a beloved institution and the faculty and leaders who serve with such dedication.

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Appendix A: Surveys

Faculty Survey

CONSENT: The purpose of this mixed methods study is to develop a better understanding of leader and faculty perception of faculty needs at community colleges. The researcher, Erik W. Christianson, is a doctoral student in the Department of Leadership Studies at the University of San Francisco. You will be asked to take a short survey that takes about five minutes. There are no foreseen risks to you for participation. If you wish, you may choose to withdraw your consent and discontinue your participation at any time during the study without penalty. You will receive no direct benefit from your participation in this study. Any data you provide in this study will be kept confidential and anonymous unless disclosure is required by law. Upon submission of the form, you are acknowledging that you have read the description of the study, are over the age of 18, and that you agree to the described terms. If you have any questions please contact me at ewchristianson@usfca.edu. Thank you for your participation.

( ) I consent to participate in this research study.

What do you want the most from your job? Please, rank the following items from most important (number 1) to least important (number 10) for your current employment at the CCC.

Good working conditions	____
Feeling "in" on things	____
Clear and constructive feedback	____
Full appreciation for work done	____
Leaders loyal to faculty	____
Good wages	____
Promotion and growth with the community college	____
Sympathetic understanding of personal problems	____
Job security	____
Collaboration in decision making	____

Please answer the following:

Age ( )

Gender (Please, specify your personal identification)

Employment Status

( ) faculty full-time (tenured)

( ) faculty full-time (non-tenured)

( ) faculty part-time

Would you leave the CCC if you could?

( ) yes

( ) no

Would you advise others to work for the CCC?

( ) yes

( ) no

On a scale from 1-5 (1 as the lowest, five as the highest) please rank the following two items.

	Low				**High**
1. How motivated are you currently at the CCC to do your work?	1	2	3	4	5
2. How satisfied are you in your employment at the CCC?	1	2	3	4	5

If you would like to be contacted for a follow up interview, please leave your email?

Leader Survey

CONSENT: The purpose of this mixed methods study is to develop a better understanding of leader and faculty perception of faculty needs at community colleges. The researcher, Erik W. Christianson, is a doctoral student in the Department of Leadership Studies at the University of San Francisco. You will be asked to take a short survey that takes about five minutes. There are no foreseen risks to you for participation. If you wish, you may choose to withdraw your consent and discontinue your participation at any time during the study without penalty. You will receive no direct benefit from your participation in this study. Any data you provide in this study will be kept confidential and anonymous unless disclosure is required by law. Upon submission of the form, you are acknowledging that you have read the description of the study, are over the age of 18, and that you agree to the described terms. If you have any questions please contact me at ewchristianson@usfca.edu. Thank you for your participation.

( ) I consent to participate in this research study.

From your perspective as a leader, what do you believe faculty most from their jobs? Please rank the following items from most important (number 1) to least important (number 10) for your current employees at the CCC.

Good working conditions	____
Feeling "in" on things	____
Clear and constructive feedback	____
Full appreciation for work done	____
Leaders loyal to faculty	____
Good wages	____
Promotion and growth with the community college	____
Sympathetic understanding of personal problems	____
Job security	____
Collaboration in decision making	____

Please answer the follow:

Age ( )

Gender (Please, specify your personal identification)

Would you leave the CCC if you could?

( ) yes

( ) no

Would you advise others to work for the CCC?

( ) yes

( ) no

On a scale from 1-5 (1 as the lowest, five as the highest) please rank the following two items.

	Low				**High**
1. How motivated are you currently at the CCC to do your work?	1	2	3	4	5
2. How satisfied are you in your employment at the CCC?	1	2	3	4	5

If you would like to be contacted for a follow up interview, please leave your email?

_____

Appendix B: Informed Consent to Participate in Research Study

Below is a description of the research procedures and an explanation of your rights as a research participant. You should read this information carefully. If you agree to participate, you will sign in the space provided to indicate that you have read and understand the information on this consent form. You are entitled to and will receive a copy of this consent form.

You have been asked to participate in a research study conducted by Erik W. Christianson, a graduate student in the Department of Leadership Studies at the University of San Francisco. The faculty supervisor for this study is Dr. Walter Gmelch, a professor in the Department of Leadership Studies at the University of San Francisco.

PURPOSE OF THE STUDY:

The purpose of this mixed methods study is to develop a better understanding of leader and faculty perception of faculty needs at community colleges. The relationships and perceptions of faculty and leaders will be examined. The goal will be to gain a deeper understanding of their perception of leaders and followers.

By further examining the problem of executive leadership turnover, the researcher hopes to see if the relationship and perceptions between faculty and the executive leaders are contributing to the problem and if through the study new solutions to the problem of leadership turnover at community colleges will emerge. The following research questions will guide the inquiry of the study:

1. What are the faculty's perceptions of leadership at CCC?
2. What are the leadership's perceptions of faculty at CCC?
3. In what ways are their perceptions similar and dissimilar?
4. How do the different perceptions affect leadership turnover?
5. What recommendations would each group make to help with leadership retention?

WHAT WE WILL ASK YOU TO DO:

Firstly, you will schedule, then participate in a one-on-one interview with Erik W. Christianson. The researcher will be asking you a series of questions to explore your experience working in a California Community College. The questions will be used to further understand leadership turnover at California Community Colleges. If you agree to participate in this study, I will conduct an interview at your convenience. You can expect the interview to run approximately 30-45 minutes. For confidentiality purposes, you will use a pseudonym instead of your name.

DURATION AND LOCATION OF THE STUDY:

Your participation in this study will involve a one-time interview lasting between 30-45 minutes. The study will take place 1) at a mutually safe convenient place for both the interviewee and researcher, and/or 2) by telephone call or video conferencing call (i.e. Zoom) depending on your availability.

AUDIO RECORDINGS:

This study will capture each interview with an audio recording device in order for the research to play back the interviews at a later time for the purposes of transcription. All audio recordings will be stored on password protected cloud-based storage and identified by your pseudonym and date. Following the completion of the research, transcripts, codified by pseudonyms will be archived indefinitely in a password protected, cloud-based platform. Audio files of the interviews will be stored on a password protected, cloud-based platform, separate from the list of participant identifications, for 5 years; at which point it will be destroyed.

POTENTIAL RISKS AND DISCOMFORTS:

We do not anticipate any risks or discomforts to you from participating in this research. If you wish, you may choose to withdraw your consent and discontinue your participation at any time during the study without penalty.

BENEFITS:

You will receive no direct benefit from your participation in this study; however, the possible benefits to others include the information you provide in your interviews might be read by educators, scholars and other experts in the educational field that could help impact the problem of leadership turnover at California Community Colleges.

PRIVACY/CONFIDENTIALITY:

Any data you provide in this study will be kept confidential unless disclosure is required by law. In any report the researcher publishes, he will not include information that will make it possible to identify you or any individual participant. Specifically, he will keep your IRB Consent Form (this document), participation information, and all data on a secure, cloud based data storage platform. Your interview recordings may be accessed by the researcher, a transcription service, and the three members of my dissertation committee. Additionally, your name and information will be codified through a pseudonym in order to maintain your confidentiality. Your legal name and contact information will be kept in a separate
location from your pseudonym and data collected during our interviews on the cloud based data storage platform in order to maintain your confidentiality. Your IRB consent form and audio files will be destroyed in 5 years of your participation in this study, while transcripts of your interview (filed under a pseudonym) will be kept indefinitely.

COMPENSATION/PAYMENT FOR PARTICIPATION:

There is no payment or other form of compensation for your participation in this study.

VOLUNTARY NATURE OF THE STUDY:

Your participation is voluntary, and you may refuse to participate without penalty or loss of benefits. Furthermore, you may skip any questions or tasks that make you uncomfortable and may discontinue your participation at any time without penalty or loss

of benefits. In addition, the researcher has the right to withdraw you from participation in the study at any time.

OFFER TO ANSWER QUESTIONS:

Please ask any questions you have now. If you have questions later, you should contact the principal investigator: Erik W. Christianson at (415)374-3561 or ewchristianson@usfca.edu, or faculty supervisor Dr. Walter Gmelch at (415)233-3611 or whgmelch@usfca.edu. If you have questions or concerns about your rights as a

participant in this study, you may contact the University of San Francisco Institutional Review Board at IRBPHS@usfca.edu.

I HAVE READ THE ABOVE INFORMATION. ANY QUESTIONS I HAVE ASKED HAVE BEEN ANSWERED. I AGREE TO PARTICIPATE IN THIS RESEARCH PROJECT AND I WILL RECEIVE A COPY OF THE CONSENT FORM.

Sign Here

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